



2016 Language and Literacy Institute

Thursday, January 28 – Friday, January 29

Sheraton Minneapolis West
12201 Ridgedale Drive, Minnetonka, MN 55305

Sponsored by:

atlas ABE Teaching & Learning
Advancement System

 **HAMLIN** UNIVERSITY



Session Schedule, Descriptions & Locations

AGENDA FOR THURSDAY, JANUARY 28

7:45-8:15 Registration &
Continental Breakfast
8:15-9:00 General Session
9:15-12:15 Session 1
12:15-1:00 Lunch
1:00-4:00 Session 2

AGENDA FOR FRIDAY, JANUARY 29

8:00-8:30 Registration &
Continental Breakfast
8:30-11:30 Session 3
11:30-12:15 Lunch
12:15-3:15 Session 4

 **IMPORTANT:** Sessions will take place in **Ballroom 1, 2, 3, Minnetonka A/B, and Isles.**
Please take careful note of where your session is being held.

GENERAL SESSION (morning) – THURSDAY, JANUARY 28	ROOM
<p>Leveraging All Our Assets: How 'ESL' and 'GED' Teachers Complement Each Other – Patsy Vinogradov and Kristine Kelly</p> <p>The field of adult education has a persistent divide between ESL and basic skills/GED teachers. In this era of increased rigor, CCRS, academic language, and transitions skills at all levels, let’s find ways to collaborate! This brief session kicks off our first-ever coming-together of language and literacy focused practitioners.</p>	<p>Ballroom</p>
CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 28	ROOM
<p>Preparing Beginning ELLs for Work and Civic Engagement – Kristin Perry and Jodi Versaw</p> <p>This presentation will inform attendees about a curriculum development project at HAP English School, which serves mainly new refugees with little to no formal education. The curriculum is designed to teach work readiness and community involvement skills to a multi-level ESL class ranging from low-beginning to low-intermediate. Each unit focuses on a broad career cluster area, such as medical, retail, construction and food service, which integrate with the program’s general ESL curriculum. For example, the medical jobs unit in the work readiness curriculum coincides with the health unit in the general ESL curriculum. The instruction includes exposure to career pathways and job opportunities, as well as soft skills necessary for employment and community engagement. Participants will learn how various local and national factors informed this project and see the content, scope and sequence of the work readiness curriculum. They will get the chance to delve more deeply into one particular unit of study, including related lesson plans and materials. Groups will then discuss ideas for use and adaptation in their own setting, with consideration of relevant national and local initiatives and other influencing factors.</p> <p>Intended Audience: This session is appropriate for Low-literacy, Beginning ESL, and Intermediate ESL.</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • All TIF Categories were considered in the development of the curriculum, but Developing a Future Pathway and all its related skills are emphasized. <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand the context in which the work readiness curriculum was designed. 2. Discuss local and national initiatives that influence curriculum design. 3. Become familiar with the contents and format of the curriculum. 4. Consider how materials and resources in the curriculum could be adapted for use in other contexts. 	<p>ROOM</p>

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 28 - Continued	ROOM
<p>PART I: Here We Go with ELA/Literacy! Overview and Major Instructional Shifts of the College & Career Readiness Standards for Adult Education – <i>Burgen Young and Suzanne McCurdy</i></p> <p>Let’s dig into ELA/Literacy standards! You’ve heard about the college & Career Readiness Standards for Adult Education, and maybe you’ve even cracked open that blue book! Now what? Need some guidance to get your head around the English Language Arts 7 Literacy Standards? This session is for you! Join us as we dive into our MN ABE content standards and explore the key instructional shifts that shape CCR ELA/Literacy standards. Come pick up some concrete examples of the shifts in action, and discover useful resources for your classroom.</p> <p>NOTE: THIS IS A 2-PART WORKSHOP; you must attend BOTH the morning and afternoon sessions. This same 2-part workshop is also available on Friday.</p> <p>Intended Audience: This session is appropriate for Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE, and Administrators.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>English Language Arts</u> <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Identify key CCRS background info. 2. Identify 4 ELA strands. 3. Navigate the CCRS document. 4. Explore the ELA anchor standards. 5. Identify 3 instructional shifts & how they are reflected in the standards. 6. Describe what the 3 shifts look like in instruction. 	
<p>CCRS Standards in Reading A Through E! – <i>Kristine Kelly and Janet Sparks</i></p> <p>Are you wondering what the CCR ELA standards in reading mean for instruction at the level you teach? Do you want to see how the anchors progress across levels A-E for use in planning instruction? Would you like to see some examples of what text looks like at each level of the CCRS? What does text complexity and close reading mean for YOUR learners? What about that CCR Reading Anchor 10 standard, and the bands and the ranges and the overlapping? Whew! That’s a lot of questions, and we hope to give you some answers (and discover some as a group!) as we spend this session digging in to levels A through E of the CCR standards in reading.</p> <p>NOTE: THIS WORKSHOP IS REPEATED FRIDAY AFTERNOON.</p> <p>Intended Audience: This session is appropriate for Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, and Secondary ABE.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Reading</u> <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Be familiar with the CCR reading anchor standards from level A-E. 2. Develop an understanding of how reading anchors build across levels. 3. Reflect on CCR Reading Anchor 10 and what text complexity and close reading mean for ABE learners. 4. Evaluate text at levels A-E. 5. Consider challenges and opportunities for instruction at participants’ student levels. 	

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 28 - Continued	ROOM
<p>Academic Conversations for Schooling and Beyond – Susan Ranney</p> <p>Conversation is often considered a basic and simple aspect of language learning, but can be complex and challenging for learners when we consider cultural and academic expectations for interaction. To interact successfully in higher education settings as well as many aspects of work and daily life, it is important for learners to be able to negotiate meaning, express complex ideas, and build on other people’s contributions to conversations. Drawing on work by Jeff Zwiers, Kate Kinsella and others, this session will guide teachers to identify conversational challenges and design instructional activities to help students develop interactional skills. The session will consider ways to provide support with specific language structures, such as teaching language chunks or providing sentence frames, as well as teaching conversational moves such as building on other’s ideas, elaborating and clarifying ideas, and paraphrasing. In the session we will try out techniques to promote the development of oral language skills such as fishbowl discussions, give one-get one, repeated exchanges of ideas, and inside-outside circles. We will also use the technique of strategic interaction to demonstrate an approach to encouraging students to negotiate meaning when a conflict arises in communication.</p> <p>Intended Audience: This session is appropriate for Intermediate ESL, Advanced ESL, Intermediate ABE, and Secondary ABE.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Speaking & Listening</u> - Anchor 1, 6 • <u>Language</u> – Anchor 6 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of features of academic conversation that are useful in educational settings as well as in other institutional settings. 2. Experience a range of teaching techniques to develop students' conversational skills. 3. Experience the use of strategic interaction to build skills in negotiating meaning. 	
<p>Keeping It Real: Integrating Career-Focused Lessons into ABE Curriculum – Stephanie Sommers and Panel (Heather Turngren, Carlynn Miller-Gore, Theresa Luther-Dolan, Ron Fleischmann)</p> <p>In this panel-led discussion, ABE teachers from a variety of programs including corrections and nonurban, will share their experiences with career-focused basic skills curriculum development. Come and learn what is meant by “contextualization” and how this approach to lesson planning can help you teach basic skills while also promoting career awareness and helping learners prepare for a specific career path. Participants will share lessons that they created while participating in a career-focused basic skills curriculum training that was facilitated by instructors from LaGuardia Community College in New York. Example lessons include those with a focus on health care and manufacturing, among others. Panelists will discuss common challenges to using this approach and ideas for working around them, as well as provide tips on where to locate authentic “real-world” materials. Participants will receive lesson-planning templates for designing their own career-focused basic skills curriculum, a resource list, and ideas for getting started.</p> <p>Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, and Secondary ABE.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Writing</u> - Anchors 3, 4, 5, 7 <p>TIF Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Developing a Future Pathway</u> • <u>Critical Thinking</u> • <u>Effective Communication</u> • <u>Learning Strategies</u> <p>Northstar digital literacy standard:</p> <ul style="list-style-type: none"> • World Wide Web • Word <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Develop a working understanding of contextualization and how it applies to lesson planning. 2. Locate resources for planning career-focused basic skills curriculum. 3. Use a lesson planning template to begin creating contextualized lesson plan. 	

CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 28	ROOM
<p>PART II: Here We Go with ELA/Literacy! Overview and Major Instructional Shifts of the College & Career Readiness Standards for Adult Education – <i>Burgen Young and Suzanne McCurdy</i></p> <p><i>CONTINUATION OF MORNING SESSION</i></p> <p>NOTE: <u>YOU MUST ATTEND PART I BEFORE ATTENDING THIS SESSION.</u> <i>This workshop is repeated on Friday.</i></p>	
<p>Project-Based Learning – <i>Mary Zamacona, Nikki Carson, and Jessica Jones</i></p> <p>Project-based learning (PBL) is an approach to teaching that asks students to address real-world problems creatively and collaboratively within a framework designed by the teacher. Learn how to bring real-life context, technology, and authentic communication into lessons while addressing multiple CCR standards and transitions skills. See examples of projects that we have created and used with our diverse learners. Learn about the process of designing a project and start brainstorming projects for your learners. This approach is most applicable to learners at high-beginning ESL or above.</p> <p>Intended Audience: This session is appropriate for Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> Standards will be addressed in the context of specific projects. <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> TIF skills will be addressed in the context of specific projects. <p>Northstar Digital Literacy Standard:</p> <ul style="list-style-type: none"> Basic Computer Skills <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> Analyze sample projects and align them with CCRS, TIF, and Northstar standards. Define the key elements of PBL and begin brainstorming possible projects. Describe the process for designing PBL. 	
<p>Get It Right Off the BATT! – <i>Marn Frank and Kristin Klas</i></p> <p>This session is intended for Beginning & Intermediate ABE/ESL teachers interested in improving their understanding, testing, and teaching of beginning alphabets and fluency. These two reading components align with four College & Career Readiness Standards (CCRS), Reading Foundational (RF) Skills, at Levels A-C or K-5. All participants will receive a print copy of Beginning Alphabets Tests and Tools (BATT) with multiple opportunities to review, study, practice, and discuss its content and reflect upon its use in their ABE/ESL classrooms.</p> <p>Intended Audience: This session is appropriate for Low-literacy + Beginning ESL, Intermediate ESL, Beginning ABE, Intermediate ABE</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> <u>Reading:</u> Foundational Skills 1-4 (at Levels A-C or K-5) <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> Describe BATT history and content. Articulate Reading Foundational Skills 1-4. Use BATT tests to assess RF Skills 1-4. Be familiar with and evaluate BATT tools to teach RF Skills 1-4. Reflect upon the appropriate use of BATT in their classrooms. 	

CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 28 - Continued	ROOM
<p>Look Who’s Talking... Achieving the CCRS Speaking and Listening Standards Through Technology-enriched Instruction – <i>John Trerotola and Susan Wetenkamp-Brandt</i></p> <p>Does incorporating technology into your classroom instruction give you that hopeless feeling? Fear not, as this very interactive session will not only make you more tech savvy, but will also explore ways to integrate technology into your lesson plans to ensure that your students are meeting the CCRS Speaking and Listening Standards. Through many hands-on activities, you will have the chance to create a lesson where students will be engaged in watching and evaluating presentations from a wide range of media sources. Then, we will work together to draft another plan where students will create their own presentations using PowerPoint and other useful electronic tools. Plenty of standards-aligned and ready-to-use technology and related resources will be reviewed that can easily be adapted for the ESL or Basic Skills/Adult Diploma classrooms. Bring your own computer/electronic device, or we can provide one, and be ready to find ideas that you can use immediately!</p> <p>Intended Audience: This session is appropriate for Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Speaking and Listening</u> - Anchors 2, 3, 4 & 5 <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • <u>Effective Communication</u> - Skills 1, 2 & 3 <p>Northstar Digital Literacy Standard:</p> <ul style="list-style-type: none"> • Basic Computer Skills • World Wide Web • Windows / Max OS X <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Investigate ways to integrate technology into lessons to ensure students are meeting specific CCRS standards. 2. Formulate lesson plans for students to evaluate presentations and for students to create their own presentations using diverse electronic tools. 3. Identify and assess technology and other related resources for immediate classroom use. 	
<p>CCRS Writing Standards: Getting Started and Moving Forward – <i>Paula Freiermuth</i></p> <p>What are the CCRS writing standards? How do they connect to the reading standards? What does this mean for my students? My teaching? The CCR Standards for ELA focus on students writing to texts. There has also been a shift in the types of writing we’re asking students to do. This session will explore the CCRS writing standards and the connections the writing standards have with the reading standards. We will look at possible assignments and ways to assess them. Participants will have the opportunity to learn about the writing standards, discuss them with colleagues, and explore how to integrate the writing standards into their own teaching.</p> <p>NOTE: THIS WORKSHOP IS REPEATED FRIDAY MORNING.</p> <p>Intended Audience: This session is appropriate for Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Writing</u> • <u>Reading</u> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • <u>Academic Language and Skills</u> – Skills 1-3, 5 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Develop an understanding of each of the CCRS writing anchors. 2. Develop an understanding of the scope across the levels of each writing anchor. 3. Identify connections between the writing and reading standards. 4. Examine writing assignments and rubric assessments. 5. Identify resources to assist them. 	

CONCURRENT SESSION 3 (morning) – FRIDAY, JANUARY 29	ROOM
<p>PART I: Here We Go with ELA/Literacy! Overview and Major Instructional Shifts of the College & Career Readiness Standards for Adult Education – Lia Conklin Olson and Melody Chalmers</p> <p>Let’s dig into ELA/Literacy standards! You’ve heard about the college & Career Readiness Standards for Adult Education, and maybe you’ve even cracked open that blue book! Now what? Need some guidance to get your head around the English Language Arts 7 Literacy Standards? This session is for you! Join us as we dive into our MN ABE content standards and explore the key instructional shifts that shape CCR ELA/Literacy standards. Come pick up some concrete examples of the shifts in action, and discover useful resources for your classroom.</p> <p><i>REPEATED FROM THURSDAY MORNING SESSION; SEE FULL LISTING ON P. 3</i></p> <p>NOTE: THIS IS A 2-PART WORKSHOP; you must attend BOTH the morning and afternoon sessions. This same 2-part workshop was also offered on Thursday.</p>	
<p>Building Connections: Pronunciation for School and the Workplace – Andrea Echelberger and Suzanne McCurdy</p> <p>Intelligible pronunciation is essential for developing and maintaining professional and personal connections in both the workplace and educational settings. English language learners should begin to develop their pronunciation skills starting at the lowest levels, and continue throughout their English language learning careers. In this session, we will consider salient pronunciation issues arising in three areas of work and school: presentations, working in groups, and one-on-one interactions, and how you can tackle them at any instructional level.</p> <p>Intended Audience: This session is appropriate for Low-literacy, Beginning ESL, Intermediate ESL, and Advanced ESL.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Speaking & Listening</u> - Anchors 1, 4 & 6 <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • <u>Effective Communication</u> - 1 & 2 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Articulate rationale for integrating pronunciation into curriculum at all levels of English language instruction. 2. Identify several pronunciation features important to intelligibility in the following workplace and classroom scenarios: giving presentations, group work, and one-on-one interactions. 3. Implement level-appropriate pronunciation activities and techniques for their classroom situation. 4. Report improved confidence in integrating pronunciation activities into English language instruction. 	
<p>CCRS Writing Standards: Getting Started and Moving Forward – Paula Freiermuth</p> <p><i>REPEATED FROM THURSDAY AFTERNOON SESSION</i></p>	

CONCURRENT SESSION 3 (morning) – FRIDAY, JANUARY 29 - Continued	ROOM
<p>Cracking the Book on Literacy Programming – Liv Musel-Staloch and Panel (Rachel Guvenc, Paul Enestvedt, and Brenda Hackbarth)</p> <p>Are you a manager or teacher looking for new ideas to enhance your site’s literacy programming? Are you looking for ways to systematically incorporate literacy skills into your existing courses? In this session, three different ABE programs will detail how we planned, created and have been using curriculum to develop reading skills. We’ll share resources we have used for planning and professional development, the steps we took to develop programming, what worked well and what we learned along the way. If you’re looking for specific ideas on how to teach reading across content areas and how to unify literacy skills across proficiency levels, join us and share!</p> <p>Intended Audience: This session is appropriate for Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, and Secondary ABE.</p> <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Access resources to develop curriculum. 2. Determine steps to plan and create literacy materials. 3. Identify reading skills needed across proficiency levels and content areas. 	
<p>NE ABE EBRI Study Circle (for AEOA & Duluth ABE ONLY) – Marn Frank and Christine Wytaske</p> <p>This session is <u>only for AEOA and Duluth ABE/ESL teachers who are participating in a winter-spring Evidence-Based Reading Instruction (EBRI) Study Circle</u>. At this first meeting, they will review STAR, EBRI, four reading components, and three diagnostic assessments. Then they will decide next steps for conducting one assessment and completing one online course.</p> <p>Intended Audience: This session is appropriate for Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, and Intermediate ABE.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Reading Foundational Skills</u> – Skills 2, 3, 4 • <u>Reading</u> – Anchor 1, 2, 4 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe STAR, EBRI, and diagnostic reading assessment (DRA). 2. Use DRA to inform their instruction. 3. Determine next steps for conducting DRA with their students. 4. Select an online learning course to improve EBRI in their classrooms. 	

CONCURRENT SESSION 4 (afternoon) – FRIDAY, JANUARY 29	ROOM
<p>PART II: Here We Go with ELA/Literacy! Overview and Major Instructional Shifts of the College & Career Readiness Standards for Adult Education – Lia Conklin Olson and Melody Chalmers</p> <p><i>CONTINUATION OF MORNING SESSION</i></p> <p>NOTE: <u>YOU MUST ATTEND PART I IN THE MORNING BEFORE ATTENDING THIS SESSION.</u></p>	
<p>A Flexible (and Free), Evidence-based Resource: Using Finn Miller’s Vocabulary Workouts – Terrisa Fisher and Heather Turngren</p> <p>Most adult learners could likely benefit from explicit academic vocabulary instruction. In this session, you will receive guidance and practice in the use of Susan Finn Miller’s “Vocabulary Workouts for Academic Word List –Sub list 1”. This list includes the most common academic words which occur across academic disciplines and in non-academic settings as well. Among the many evidence-based instructional techniques Finn Miller uses are sentence frames which support all learners – including English Language Learners. It is recommended that students have developed conversational English before these lessons are used with them, but the resource is appropriate to use with students at nearly every other NRS level or academic goal.</p> <p>Intended Audience: This session is appropriate for Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, and Secondary ABE.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Vocabulary</u> – Anchor 4 <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • <u>Academic Language and Skills</u> <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand what is meant by academic vocabulary and evidenced-based instruction. 2. Understand the rationale of teaching academic vocabulary using evidence-based practices. 3. More confidently utilize Finn Miller’s Vocabulary Workouts with their own students. 4. Adapt the resource for their own setting while maintaining the elements of evidence-based instruction. 	
<p>How Do I Know It’s Good Enough? Evaluating Argument Writing for GED and Adult Diploma Learners – Heather Indelicato and Tammy Twiggs</p> <p>So you know what argument writing is and you have some strategies for teaching it, but how do you know when your students’ writing is strong enough for the GED or the Adult Diploma? Join us to find out. In this presentation, participants will review the characteristics of argument writing, explore the CCRS expectations for argument writing, and use two rubric samples to evaluate student writing. Participants will leave with a summary of argument writing for CCRS levels C, D, and E, student exemplars at the different CCRS levels, rubrics that can be used with GED or Adult Diploma learners, and practical experience evaluating student writing using the rubrics.</p> <p>Intended Audience: This session is appropriate for Beginning ABE, Intermediate ABE, Secondary ABE</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Writing</u> – Anchor C-E <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Recognize the characteristics of argument writing at CCRS C-E. 2. Use a rubric to evaluate argument writing for GED learners. 3. Use a rubric to evaluate argument writing for Adult Diploma learners. 	

CONCURRENT SESSION 4 (afternoon) – FRIDAY, JANUARY 29 - CONTINUED	ROOM
<p>IEL Civics Funding: Moving English Language Learners to Next Steps in Life Through Career Pathways Programming – Kellie McGowan and Panel (Pat Thomas, Clarice Esslinger, Alison Wilcox)</p> <p>Learn how IEL Civics grantees – including a rural program in greater Minnesota, a mid-size city program and a large metro suburban program – are maximizing IEL Civics funding to deliver career pathway programming to low-level through advanced level English language learners through contextualized, career-focused English language instruction. In this session, representatives from Marshall, Mankato and Metro South-Bloomington will share their experience preparing ELLs for unsubsidized employment in in-demand industries and occupations that lead to economic self-sufficiency.</p> <p>Intended Audience: This session is appropriate for Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, and Secondary ABE.</p> <p>CCRS Standards Addressed:</p> <ul style="list-style-type: none"> • <u>Reading</u> – Anchor 1, 2, 7 • <u>Writing</u> – Anchor 2, 9 • <u>Speaking & Listening</u> – Anchor 1, 3, 6 • <u>Language Standards</u> – Anchor 1, 2, 5 <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • <u>Effective Communication</u> – Skill 1, 2, 3 • <u>Academic Language</u> – Skill 2, 3 • <u>Numeracy</u> – Skill 1, 2, 3, 5 • <u>Thinking</u> – Skill 1, 2, 3, 4 • <u>Self-Management</u> – Skill 1, 2, 3 • <u>Develop a Future Pathway</u> – Skill 1, 2, 3 <p>Northstar digital literacy standard:</p> <ul style="list-style-type: none"> • Basic Computer Skills • World Wide Web • Windows/Mac OS X • Email • Word, Excel • Social Media <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Use IEL/Civics to offer contextualized career pathways programming. 2. Identify sectors with job openings in your service area. 3. Connect with community partners. 4. Offer career pathways with stackable credentials. 	
<p>CCRS Standards in Reading A Through E! – Kristine Kelly and Janet Sparks</p> <p><i>REPEATED FROM THURSDAY MORNING SESSION</i></p>	



Many Thanks!

This conference was planned by the Language & Literacy Advisory Team (LLATé). Thank you for all your time and expertise!

Pam Ampferer * Tammi Bernard * Dan Bruski * Nikki Carson
Lia Conklin Olson * Ric Dwyer * Vicki Estrem * Terrisa Fisher
Marn Frank * Heather Indelicato * Kristine Kelly * Lynn Larson
Astrid Liden * Betsy Parrish * Julia Reimer * Patsy Vinogradov * Burgen Young



The organizers thank all of our excellent presenters for sharing their time and expertise, and we are grateful to ATLAS staff members Gail Rutan and Marisa Squadrito Geisler for all the arrangements and administrative support needed for this event!



Introducing Our Presenters

Nikki Carson holds a MA in TESOL and an ABE license. She is lead teacher at Open Door Learning Center, Lake St. where she currently teaches Advanced ESL and College and Career Prep classes. ncpadilla@mnliteracy.org

Melody Chalmers supports learners within Metro North ABE in class levels ranging from advanced ELL through college preparation. She holds degrees in Spanish and TESL and has experience in K-12 ELL and staff development, post-secondary education support, government, and business. Melody is an ACES facilitator and enjoys supporting students and staff alike in bridging connections between the CCRS content standards and ACES/TIF soft skills, as well as equipping students to practice these critical standards and skills in her own classroom. melody.chalmers@anoka.k12.mn.us

Andrea Echelberger is an ESL teacher at the MN Literacy Council. Over the past ten years she has taught English to learners in the Twin Cities, and has experience with a wide variety of cultural backgrounds and English language ability levels. She received her MAESL from Hamline University and her ABE teaching license from the University of Minnesota in 2013, and served as an US English Language Fellow in Phnom Pehn Cambodia from 2013-2015. Andrea has presented on her favorite topic, pronunciation in the English language classroom, at multiple conferences in Minnesota and SE Asia. aechelberger@mnliteracy.org

Paul Enestvedt has managed MPS' Adult Education South Campus for the past eight years as Program Coordinator of Adult Education for Minneapolis Public Schools. Paul currently supervises a staff of 52 teachers and three program coordinators. He has led professional development sessions on teacher effectiveness, instructional strategies, and school improvement. He has provided ABE training in the areas of instruction, technology in education, and data use and management at local, regional, and state conferences. Prior to joining MPS, Paul was employed by the St. Paul Public Schools - Ronald M. Hubbs Center for Lifelong Learning where he taught, served as technology coordinator and served as project manager for the state of Minnesota's development of the NRS reporting and program management data system as well as developing interactive learning software for specific employer partners of the Hubbs Center. Paul came to Adult Education after working in international business and IT. He has a BA degree from the University of Wisconsin - Madison and a MEd from the University of Minnesota. paul.enestvedt@mpls.k12.mn.us

Clarice Esslinger teaches in Mankato and has been working with the EL Civics grant for over 6 years to implement career pathways and in bed job skills into the curriculum. For the past 15 years she has taught beginning level ESL as well as higher level employment and diploma preparation classes to ESL students. cessli1@isd77.k12.mn.us

Terrisa Fisher began teaching high school English in 1998 and transitioned to adult basic education in 2008. She has earned a MA of Education from Saint Mary's University and from Hamline University. Terrisa has a certificate in Teaching Adult ESL and a Master of Literacy degree. Currently, and is a trainer candidate in training with the STAR initiative. Terrisa teaches with WEST ABE at the Buffalo sites. Her students' skill levels range from beginning literacy to high secondary ABE. tfisher@bhmschools.org

Ron Fleischmann is an instructor with the Mankato Area Adult Basic Education. He teaches at South Central College and is funded through a FastTRAC (Pathways to Prosperity) grant through Mankato Area ABE, the area workforce center, and South Central College. Ron teaches the Bridge to Manufacturing courses. rfleis1@isd77.k12.mn.us

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