



2017 Language and Literacy Institute

Thursday, January 26 – Friday, January 27

Radisson Hotel Minneapolis-St. Paul North
2540 North Cleveland Avenue
Roseville, MN 55113

Sponsored by:



Session Schedule, Descriptions & Locations

AGENDA FOR THURSDAY, JANUARY 26

7:45-8:15 Registration & Refreshments
 8:15-8:30 Announcements
 8:45-11:45 Session 1
 11:45-12:30 Lunch
 12:45-2:15 Session 2
 2:30-4:00 Session 3

AGENDA FOR FRIDAY, JANUARY 27

7:45-8:15 Registration & Refreshments
 8:15-8:30 Announcements
 8:45-11:45 Session 4
 11:45-12:30 Lunch
 12:45-2:15 Session 5



IMPORTANT: Sessions will take place in **Ballroom A, B, C, D, and E.**
Please take careful note of where your session is being held

*WE RESPECTFULLY REQUEST **NO** SESSION CHANGES -
 ALL SESSIONS ARE AT MAXIMUM ROOM CAPACITIES*

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 26	ROOM
<p>Multilingual Learning Strategies in the Beginning ESL Classroom – <i>Kristin Klas and Loretta Dakin</i></p> <p>We know that the language learning needs for students who are not literate in their first language are different than those of other students, but few - if any - of us really understand exactly how this impacts their learning. This session will give participants an opportunity to put themselves in the shoes of the lowest English proficiency students through a short Karen lesson delivered in Karen by a beginning ESL student. Participants will reflect on how the experience can inform their instruction. Presenters will discuss ways they learn more about their students’ languages and cultures and how they integrate this into classroom content. Finally, presenters will share Learning Strategies teachers can use to help make students’ L1 an integral part of L2 instruction.</p> <p>Intended Audience: Low-literacy + Beginning ESL</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Learning Strategies 1, 2, 3, <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Empathize with low beginning students in an “English only” classroom and talk about how it should impact their instruction. 2. Identify ways to learn more about their students’ cultures and how to incorporate it into the classroom. 3. Take home some strategies to integrate students’ L1 into English language learning. 	
<p>College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – <i>Burgen Young</i></p> <p>NOTE: <i>THIS IS AN ALL DAY WORKSHOP; you must attend morning and afternoon.</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 & 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>	

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 26 - Continued	ROOM
<p>Beyond Educational Websites: Move Your Students from Technology Novices to Technology Creators –<i>Jessica Jones and Mary Zamacona</i></p> <p>Everyday tech tasks ask students to produce something using digital tools(type a sentence, find and move pictures, take a video with a cell phone) so that someday they can use email, create presentations, and fill out online job applications. Low-level ELLS can do this! And the results will surprise and amaze you. Join us as we showcase the work of two ESL teachers (Low-Literacy to High Beginning level). We’ll discuss how to choose appropriate tasks, build conceptual knowledge, and manage the classroom when it comes to tech lessons. This session will focus on authentic tech tools (cell phones, word processing, and internet searches), not educational websites.</p> <p>Intended Audience: Low-literacy + Beginning ESL</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Effective Communication Skill 1 • Critical Thinking Skill 2 <p>Northstar digital literacy standard:</p> <ul style="list-style-type: none"> • Basic Computer Skills • World Wide Web • Word <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Define “digital literacy” after interacting with presentation/texts related to digital literacy and 21st century skills Identify appropriate North Star Digital Literacy standards for beginning ELLs, and scaffold standards, when necessary. 2. Review a selection of very simple web and word processing lessons/activities appropriate for low-level learners and analyze the skills and standards addressed in those lessons. 3. Analyze the successful instructional elements of classroom videos featuring ESL students engaged in tech lessons. 	
<p>Laying the Groundwork for Pronunciation Instruction – <i>Suzanne McCurdy and Andrea Echelberger</i></p> <p>In order to successfully integrate pronunciation instruction, teachers must lay the groundwork! It is important to first consider these questions: What are the learners’ pronunciation issues? Which of those issues have the greatest impact on intelligibility? How can the pronunciation feature be integrated into a lesson or unit? Participants in this session will practice their pronunciation diagnostic skills, explore how to choose the right pronunciation features to target, and begin to integrate one or more features into their already existing curricula. <i>Participants signing up for this workshop will be asked to come ready with a learner speech sample (a 30-60 second audio recording) and a unit from their curriculum.</i></p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Effective Communication • Skills 1 & 2 <p>Anchor CCR Standards Emphasized:</p> <ul style="list-style-type: none"> • Speaking & Listening • Anchor 4 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Apply diagnostic techniques to learner speech samples. 2. Identify the most salient pronunciation issues present in speech samples. 3. Articulate which teaching techniques and activities will have the greatest impact on current population of ESL learners. 4. Work with a group of colleagues to plan instruction for a specific pronunciation feature. 5. Integrate systematic instruction of specific pronunciation feature into an existing week or unit plan. 6. Set goals and design a personal action plan for pronunciation instruction beyond the workshop. 	

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 26 - Continued	ROOM
<p>Let's Talk! About CCRS Speaking & Listening Standards A-E –<i>John Trerotola and Nikki Carson</i></p> <p>NOTE: THIS SESSION WILL BE REPEATED ON FRIDAY MORNING</p> <p>Have you been contemplating the most beneficial ways to implement the CCRS Speaking & Listening Standards into your classroom? What about ideas for incorporating these standards into your everyday lessons for students at a variety of levels? In this highly interactive session, you will have the opportunity to deeply explore the Speaking & Listening Standards while reviewing, practicing and critiquing numerous classroom-ready resources, interactive lessons and student activities. Ideas will be presented that will help students achieve these standards at each level, A through E, and can easily be adapted to your own classroom. You don't have to be a technology expert to teach these standards, but please plan to bring your laptop or other electronic device to the session. As a result, you will have the chance to create your own mini-presentation from a suggested lesson. Not only will this give you hands-on practice, but it is something that you can immediately use when you return to your class!</p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Skills 1-3 of the Effective Communication TIF Category • Skills 1-2 of Learning Strategies • Skills 3-4 of Critical Thinking. <p>Anchor CCR Standards Emphasized:</p> <ul style="list-style-type: none"> • Anchors 1-6 of the CCR Speaking and Listening Standards <p>Northstar digital literacy standard:</p> <ul style="list-style-type: none"> • Basic Computer Skills • World Wide Web • Windows / Mac OS X <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Recognize and interpret the six CCRS Speaking and Listening Standards and recall what student outcomes are necessary at levels A through E. 2. Identify and relate a variety of leveled resources to use in their own classroom. 3. Apply and critique lesson ideas and classroom activities to use with students at each level of the standards. 4. Create a mini-presentation from a suggested lesson and immediately use it in the classroom. 	

CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 26	ROOM
<p>Argument Writing 101 – Adam Kuehnel</p> <p>Argument Writing 101 focuses on the deconstruction of two opposing argument essays and the construction of an ADP/GED-style extended response essay. Participants will learn the basics of scanning an argument essay for important information, extracting evidence to be used in the subsequent essay, and using a writing form to develop logical and organized extended response essays. Participants will leave the session with a variety of classroom-ready tools that will assist them in the teaching of argument writing.</p> <p>Intended Audience: Secondary ABE</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Effective Communication • Learning Strategies • Academic Language and Skills • Critical Thinking <p>Anchor CCR Standards Emphasized:</p> <ul style="list-style-type: none"> • Reading: 1, 2, 3, 5, 6, 8, 9 • Writing: 1, 4, 8, 9 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Analyze an argument essay and label critical elements. 2. Deconstruct the essay with attention given to author's purpose and idea development. 3. Understand the concepts of writing an extended response argument essay. 	
<p>Take Adult Literacy to the Next Level with Blended Learning Using Plato – Susan Wetenkamp Brandt</p> <p>NOTE: THIS SESSION WILL BE REPEATED ON FRIDAY AFTERNOON</p> <p>In the Plato Learning Environment (PLE) from Edmentum, adult educators have access to a wide selection of language and literacy materials. PLE materials are appropriate for learners with basic skills needs as well as those preparing for a GED, and many ABE programs are implementing PLE as a distance learning (DL) platform. But if you're a classroom teacher, what does PLE offer you? Maybe more than you know! Have you considered adding an online, independent study component to your classroom instruction? If so, you're thinking about Blended Learning! Blended Learning is a research-based model of instruction that carefully integrates face-to-face and online learning to help learners reach their goals more quickly. PLE is an excellent tool for classroom teachers who want to try their hand at Blended Learning.</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Self-Management • Monitor progress in achieving one's goal and make adjustments as needed • Persevere and stick with a task until completion. <p>Northstar Digital Literacy Standard:</p> <ul style="list-style-type: none"> • Basic Computer Skill • World Wide Web <p>Anchor CCR Standards Emphasized: None specifically, though teachers will be encouraged to create custom courses in PLE that align with a particular standard of their choice.</p> <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the benefits of the blended learning model of instruction. 2. Locate language and literacy content in the Plato Learning Environment (PLE) for use in blended learning. 3. Create a custom course in PLE that delivers the specific language and literacy content chosen by the teacher. 4. Identify common challenges in distance & blended learning and make a plan for addressing those challenges proactively. 	

CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 26 - Continued	ROOM
<p>New English Language Proficiency (ELP) Standards for Adult Education - Hmm? What’s this now? – Patsy Egan</p> <p>NOTE: THIS SESSION WILL BE REPEATED ON FRIDAY AFTERNOON</p> <p>WIOA legislation highlights the importance of preparing all adults, including adult English language learners, for continued education and training beyond high school. A brand new report from OCTAE identifies 10 English Language Proficiency (ELP) standards that can help ensure that adult English language learners receive the focused and effective instruction they need to access the College & Career Readiness Standards for Adult Education (CCRS). Consider these ELP standards the “language lift” that non-native speakers of English need to reach CCRS! This session will provide an overview of the ELP report and introduce you to the 10 standards. Together we’ll begin thinking about how the ELPs can be useful in your instruction to non-native speakers of English, both in and beyond ESL classes!</p> <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Navigate the new ELP Standards report. 2. Become familiar with the 10 ELP Standards. 3. Connect the ELPs to CCRS Implementation. 4. Consider how the ELPs may enhance your instruction to English language learners. 	
<p>College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – Burgen Young</p> <p><i>CONTINUATION OF MORNING SESSION</i></p> <p>NOTE: <u>THIS IS AN ALL DAY WORKSHOP</u>; you must attend morning and afternoon.</p>	
<p>Integrated English Literacy and Civics Education – Julie Dincau</p> <p>The Workforce Innovation and Opportunity Act (WIOA) was passed in 2014. However, it wasn’t until recently that guidance regarding WIOA and in particular, Integrated English Language and Civics Education (IEL/CE), became available. This session will focus on deciphering the guidance and helping participants understanding the impact to the ABE system in Minnesota. This will be done through reviewing the information and highlighting different IEL/CE models currently being implemented. There will be time for participants to ask questions and discuss what IEL/CE might look like in their local program.</p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, ABE Program Managers, Coordinators, and Grant Writers.</p> <p>Objectives:</p> <ol style="list-style-type: none"> 1. Understand changes to IEL/Civics grant, 2. Compare some national models. 3. Draft ideas in regards to their IEL/Civics proposals. 	

CONCURRENT SESSION 3 (afternoon) – THURSDAY, JANUARY 26	ROOM
<p>Introduction to Evidence – Penny Brown</p> <p>View curriculum for introducing types of evidence and evaluating evidence with pictorial and sentence level activities. This curriculum is designed for intermediate readers (4.0 - 8.9GE).</p> <p>Intended Audience: Intermediate ABE</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Critical Thinking Skill 4: Recognize bias, assumptions and multiple perspectives. <p>Anchor CCR Standards Emphasized:</p> <ul style="list-style-type: none"> • CCR Anchor 8: Delineate and evaluate the argument and specific claims in a text, including the validity of reasoning as well as the relevance and sufficiency of the evidence. <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"> 1. View materials for introducing 5 types of evidence. 2. View materials for evaluating 4 traits of evidence. 3. View materials for taking notes on persuasive text. 	
<p>A Fine Pairing: Phonics & Fluency – Marn Frank</p> <p>Like wine and cheese, cake and ice cream, peanut butter and jelly, phonics and fluency are a fine pairing -- not of edibles, but of the Reading Foundational (RF) Skills at Levels K-5! Although “not an end in and of themselves, they are necessary components of an effective reading program” (CCRS for Adult Education, page 40). This session includes a brief overview of RF 1-4, then focuses on analogy phonics, an evidence-based approach with great potential for striving adult readers because it teaches ‘pattern detection’. It also offers techniques and resources for applying word skills to fluent text reading. All attendees will receive a copy of Teaching Analogy Phonics, a 2015 resource from ATLAS.</p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Beginning ABE</p> <p>Anchor CCR Standards Emphasized:</p> <ul style="list-style-type: none"> • Reading Foundational Skills 1-4 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. To review CCSS+CCRS Reading Foundational Skills 1-4. 2. To differentiate between three phonics approaches. 3. To explain the value and process of analogy phonics. 4. To observe and plan an analogy phonics and fluency routine. 	
<p>Literacy in a Blended Environment - Margo Hernandez Rainwater</p> <p>BurnlingtonEnglish offers a unique blended learning model. This session provides a scope and sequence overview of complete in-class lesson materials for each online.</p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Effective Communication (EC) • Learning Strategies (LS) • Self Management (SM) • Developing a Future Pathway <p>Anchor CCR Standards Emphasized: Language CCR strand(s) will be the focus of scope and sequence strategies.</p> <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"> 1. Provide BurnlingtonEnglish teachers with a scope and sequence model for blended learning. 2. Provide opportunities for teachers to create their own unique lessons. 3. Re-introduce lesson plan worksheets to use with distance learners. 	

CONCURRENT SESSION 3 (afternoon) – THURSDAY, JANUARY 26	ROOM
<p>Refugee Resettlement 101 – Rachele King</p> <p>Who are refugees? How do they get to the United States? Why do they choose to live in MN? What are the international and federal structures that govern refugee processing? What is the landscape of refugees coming to MN and what are the supports, services and resources available to them here? If you have ever wondered about these questions, come and learn the basics! This session will offer a broad overview of the structures, systems and resources that manage and facilitate the entry and integration of refugees into our nation and state.</p> <p>Intended Audience: Refugees, all levels</p> <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Understand the definition of refugee in the US immigration system. 2. Become familiar with the federal structures that govern resettlement in the US. 3. Identify the resources and services available to refugees in MN. 	
<p>College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – Burgen Young</p> <p><i>CONTINUATION OF AFTERNOON SESSION</i></p> <p>NOTE: <u>THIS IS AN ALL DAY WORKSHOP</u>; you must attend morning and afternoon.</p>	

CONCURRENT SESSION 4 (morning) – FRIDAY, JANUARY 27	ROOM
<p>Let’s Beef it Up! Rigorous Instruction for Today’s Adult ESL Learners – Patsy Egan and Betsy Parrish</p> <p>Driving forces in ABE today, namely WIOA and CCRS, demand an increase in the rigor of instruction to help all learners reach their educational, personal, and career goals. What does this mean for an ESL class exactly? This workshop explores concrete steps ESL teachers can take to move beyond lifeskills-focused curricula and instruction to content-rich, challenging, and meaningful language and literacy teaching. Through video demonstrations and hands-on activities, we explore how to integrate critical thinking, practice with complex texts, and digital literacy practices into your ESL classrooms. Sample activities are correlated with the CCR standards across levels to show the applicability of our state content standards for ALL learners.</p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Learning Strategies 1,2,3 • Critical Thinking 1,2,3,4 • Effective Communication 1,2,3 <p>Anchor CCR standards emphasized:</p> <ul style="list-style-type: none"> • Reading 1,2,5,7,10 • Writing 2,4,5,7,9 • Speaking & Listening 1,2,4,6 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Explain the rationale for providing rigorous instruction to all adult ESL learners in ways that support the College and Career Readiness Standards. 2. Connect practices of rigorous instruction to level-appropriate CCR Standards. 3. Embed instruction in academic language, language strategies for accessing complex texts, and critical thinking skills in lessons for all levels of adult ESL. 	
<p>CCRS Standards in Reading A Through E! – Janet Sparks</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>Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, and Secondary ABE.</p> <p>Anchor CCR Standards Addressed:</p> <ul style="list-style-type: none"> • Reading <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 4 (morning) – FRIDAY, JANUARY 27 - Continued	ROOM
<p>Don't Be Afraid to Get Close...to the Text – Kristine Kelly and Burgen Young</p> <p>Join us in this hands-on workshop as we take a closer look at close reading. Work in leveled groups to evaluate question sets and choose the set that best resembles close reading. Continue working in leveled groups to revise a set of text dependent questions for a commonly used text so that students will closely read that text (and do work that strongly aligns with the CCRS in the process). Not sure what close reading is or why it matters? We'll cover that too!</p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Learning Strategies, Skill 1 • Critical Thinking, Skill 1 <p>Anchor CCR Standards Addressed:</p> <ul style="list-style-type: none"> • Reading Anchors 1 & 10 • Reading Anchors 2-8 depending on revision and construction of text dependent questions <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Describe what a close reading experience entails and its value. 2. Identify effective text dependent questions aligned with CCRS ELA standards. 3. Revise a set of text dependent questions to create an effective close reading lesson 	
<p>CCRS Writing: Getting Started, Moving Forward – Paula Freiermuth</p> <p>The CCR writing standards can be manageable. All it takes is an understanding of what they are telling us and what they're asking. This session will deconstruct the standards and look at how they correlate with the reading and speaking and listening standards.</p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • Academic Language and Skills <p>Anchor CCR standards emphasized:</p> <ul style="list-style-type: none"> • Writing <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. Identify features of writing assignments. 5. Identify elements of good writing assignments based on the CCRS Writing Anchors 6. Create a writing assignment based on the CCRS Writing Anchors 7. Utilize evaluation tools for student writing based on the CCRS Writing Anchors 8. Evaluate student writing based on the CCRS Writing Anchors 	
<p>Let's Talk! About CCRS Speaking & Listening Standards A-E –John Trerotola and Nikki Carson</p> <p>NOTE: THIS SESSION IS A <u>REPEAT</u> FROM THURSDAY MORNING</p>	

CONCURRENT SESSION 5 (afternoon) – FRIDAY, JANUARY 27	ROOM
<p>Another All STAR Gathering – Marn Frank, Penny Brown, and Terrisa Fisher</p> <p>Minnesota has been a Student Achievement in Reading (STAR) partner state for nine years. Since our first year of implementing evidence-based reading instruction or EBRI (2008-2009), there have been many STAR successes, challenges, solutions, and changes – with more to come! This session is open to all active MN STAR 09-16 leaders, managers, and teachers (87 of you!). MN STAR trainers will share What’s New (or Changed) in FY 17? What’s Coming (or Changing) in FY 18? Blending STAR + CCRS Implementation, and Working with STAR Volunteers (with guest STAR trainer, Rob Podlasek). All topics are based on evidence from this year’s STAR Participant Continuance Agreements (PCAs). Please join us, bring other questions, and stay informed about the ever-changing and growing MN STAR Project!</p> <p>Intended Audience: Intermediate ESL, Advanced ESL, Intermediate ABE</p> <p>Anchor CCR standards emphasized:</p> <ul style="list-style-type: none"> • Reading Foundational Skills 1-4 • Reading CCR Anchors 1, 2, 4-6 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Share important updates on STAR 17 technical assistance activities. 2. Provide “as much as we know” about FY 18 training and toolkit changes. 3. Offer ideas for blending STAR + CCRS implementation. 4. Generate effective ideas and resources for working with STAR volunteers. 	
<p>New English Language Proficiency (ELP) Standards for Adult Education - Hmm? What’s this now? – Patsy Egan</p> <p>NOTE: THIS SESSION IS A <u>REPEAT</u> FROM THURSDAY AFTERNOON</p>	
<p>Hands-On Phonics Activities for Adult Emergent Readers – Andrea Echelberger and Meghan Boyle</p> <p>Research has shown that adult emergent readers benefit from systematic and contextualized phonics instruction, but teachers often struggle to find level-appropriate materials and activities. This workshop will outline proven practices for beginning phonics instruction, provide a hands-on introduction to phonics activities and routines for classroom use, and model online resources for phonics instruction, including songs, websites, and I pads. The session will illustrate to participants the connection between phonics activities and the CCR Standards, and will culminate in a self-directed station rotation where participants will have the opportunity to interact with a wide variety of phonics activities and resources that can be replicated in low-literacy classrooms.</p> <p>Intended Audience: Low-literacy + Beginning ESL</p> <p>Anchor CCR standards emphasized:</p> <ul style="list-style-type: none"> • Reading Standards: Foundational Skills RF • Phonological Awareness RF • Phonics and Word Recognition <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Articulate the importance of contextualized and explicit/systematic phonics instruction. 2. Integrate new phonics activities into current content instruction. 3. Understand the importance of routines and systematic approaches in phonics instruction. 4. Utilize technology during phonics instruction, including phonics apps. 	
<p>Take Adult Literacy to the Next Level with Blended Learning Using Plato – Susan Wetenkamp-Brandt</p> <p>NOTE: THIS SESSION IS A <u>REPEAT</u> FROM THURSDAY AFTERNOON</p>	

CONCURRENT SESSION 5 (afternoon) – FRIDAY, JANUARY 27 - Continued	ROOM
<p>Making Everyday ELL Lessons Work for You: How to Easily Embed Career Awareness in the ELL Classroom – Heather Turngren and Stephanie Sommers</p> <p>In this session the presenters will model how to add a career awareness component to many common ELL units, such as health care, shopping, family, and community. The participants will receive an easy planning tool that was designed to ensure that a variety of skills - academic, soft skills, career specific, and digital literacy, are included in a unit plan. The participants will also be introduced to a rubric that looks at the balance between basic skills and career content in any lesson or unit. Participants will actively be engaged with our MN ABE Content Standards during this session as they think about how different skills sets are needed in order to create a well-balanced lesson or unit. <i>Please Note: Participants are encouraged to bring an ELL textbook or lesson that they commonly work from to this session.</i></p> <p>Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL</p> <p>TIF Skills Addressed:</p> <ul style="list-style-type: none"> • DFP Skills 1 and 2 • SM Skill 2 • CT Skill 1 <p>Anchor CCR standards emphasized:</p> <ul style="list-style-type: none"> • Reading Anchor 9 • Writing Anchor 8 <p>Objectives: Upon conclusion of the workshop, participants will be able to:</p> <ol style="list-style-type: none"> 1. Develop a greater understanding of how our three sets of MN ABE Content Standards work together. 2. Use a process for embedding career awareness into thematic units Assess where on a spectrum a lesson or unit falls between basic skills and career content. 	



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 * Penny Brown * Nikki Carson
Andrea Echelberger * Terrisa Fisher * Marn Frank
Heather Indelicato * Kristine Kelly * Adam Kuehnel
Astrid Liden * Betsy Parrish * Patsy Egan



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

Penny Brown has worked in ABE for 20 years. She teaches PreGED and GED classes in Shakopee and Chaska. She is also a member of the MN STAR Trainer Team. pbrown@swmetro.k12.mn.us

Meghan Boyle Since May of 2014, Meghan Boyle, MA ESL, has been teaching the pre-beginning adult ESL class at Open Door—Arlington Hills, a program of the Minnesota Literacy Council. She has also taught intermediate ESL, tutored English for Academic Purposes community college students and taught business English in Prague, CZ. mboyle@mnliteracy.org

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

Loretta Dakin works at REACH Together in the Dayton's Bluff neighborhood as a fund-raiser, grant-writer, and community connector. She has a MAESL from Hamline University and specializes in low-literate adult learners. ldakin01@hamline.edu

Julie Dincau is the Adult Basic Education Transitions Specialist at the Minnesota Department of Education. Her work focuses on building capacity within the adult basic education system to transition adult learners to postsecondary, training, and/or employment. julie.dincau@state.mn.us

Andrea Echelberger is the ESL Training Coordinator at the Minnesota Literacy Council where she conducts professional development for teachers and volunteers throughout Minnesota. She's spent over 10 years teaching refugees and immigrants in St. Paul, MN, and served as an English Language Fellow for two years in Cambodia. Andrea holds a MA in ESL from Hamline University and an ABE Teaching License. aechelberger@mnliteracy.org

Patsy Egan is the Director of ATLAS, housed at Hamline University. Her work focuses on designing, delivering, and evaluating effective professional development for adult educators across Minnesota. She has worked in ESL for over 20 years in a variety of contexts. As a subject matter expert on the OCTAE ESL Pro project, Patsy authored the Companion Learning Resource on *Meeting the Language Needs of Today's Adult English Language Learner*. Patsy is also involved in the OCTAE-sponsored initiative for the new *English Language Proficiency Standards*. pegan02@hamline.edu

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

Marn Frank is ATLAS's Literacy & Student Achievement in Reading (STAR) Coordinator and a national Project STAR trainer. She has been leading STAR trainings, coordinating technical assistance activities, and supporting implementation of evidence-based reading instruction (EBRI) across Minnesota for nine years. Prior to this professional development role, she was a learning disabilities specialist, ABE instructor & coordinator, and elementary & special education teacher. mfrank06@hamline.edu

Paula Freiermuth is a lead teacher for ABE and Diploma with Osseo ABE. She also consults with various programs and presented workshops on a variety of topics including writing and CCRS. She has worked in and taught basic skills, ESL, GED, and adult diploma for over 25 years. freiermuthp@district279.org

Jessica Jones Since 2004, Jessica has served adult learners at the Minnesota Literacy Council by coordinating volunteers, managing learning centers, writing published curriculum and teaching English as a Second Language (ESL) and computer classes. She currently teaches advanced ESL learners at the Open Door Learning Center on the east side of St. Paul. Jessica holds a M.Ed from the University of MN in Learning Technologies and an Adult ESL Certificate from Hamline University. Jessica is interested in closing the digital knowledge divide through technology instruction that engages critical thinking and student-to-student communication. She regularly presents to teachers throughout the state on course design, technology education, and phonics and reading instruction. jjones@mnliteracy.org

Kristine Kelly is a basic skills reading/writing teacher in the Robbinsdale Adult Academic Program. In addition, she is the ATLAS Literacy & English Language Arts Coordinator and serves as the CCRS ELA lead for Minnesota ABE. Kristine has worked closely with state leadership on the development of the Standard High School Adult Diploma and is a frequent program, regional and state presenter on literacy topics. Kkelley01@hamline.edu

Rachele King currently serves as the MN State Refugee Coordinator at the MN Department of Human Services. She has held this position since February of 2015. Immediately prior to beginning work at DHS she served as the Director of Refugee Services at the Minnesota Council of Churches where she oversaw the development and growth of services including immigration, integration, community outreach and education, resettlement, employment and social services and new office development. She began working in the field of refugee resettlement in MN in 1997 through a one-year volunteer program which led to a lifelong commitment to promote successful resettlement and integration of refugees in Minnesota. rachele.king@state.mn.us

Kristin Klas, M.Ed., is a Pre-beginning ESL instructor at Hmong American Partnership in St. Paul, MN. Starting as a volunteer, she has nearly 10 years of experience teaching English as a second language. Her education and professional development has centered on improving teaching methods for LESLLA learners especially in the areas of numeracy, trauma informed care, and phonics instruction. Social justice is the fuel to her fire. kristink@hmong.org

Adam Kuehnel is an ABE English teacher with the Minnesota Department of Corrections. The focus of his work is developing critical thinkers and writers as they pursue a GED, ADP, and post-secondary education options. adam.kuehnel@state.mn.us

Suzanne Gilchrist McCurdy has 17 years of experience in the ESL field as a teacher and a teacher educator. She presently works with the St. Paul Community Literacy Consortium as an Instructional Support Consultant and as an instructor in Hamline University's TEFL, Adult ESL Certificate, and MA programs. suzanne.mccurdy@gmail.com

Betsy Parrish is a professor at Hamline University and has worked as an ESL/EFL teacher, teacher educator, writer and consultant for over 30 years with learners and language teachers in the US, Bangladesh, France, India, Russia and Vietnam. She is a frequent presenter on academic- and career-focused instruction for adult learners. As a subject matter expert on the OCTAE ESL Pro project, Betsy developed the online professional development module and issue brief on *Meeting the Language Needs of Today's Adult English Language Learner*. Betsy is also involved in the OCTAE-sponsored initiative for the new *English Language Proficiency Standards*.
bparrish@hamline.edu

Margo Hernandez Rainwater, M.ED has been an educator and professional trainer in her field for 24+ years. As a BurlingtonEnglish Customer Manager, she manages the sales and implementation of educational software, while providing professional development to adult education programs. margo.h@burlingtonenglish.com

Stephanie Sommers earned her M.Ed, along with a MN teaching license, and entered the field of ABE in 1998. For the past 12 years, Stephanie has been a teacher with Minneapolis Adult Education. She also serves as the Academic, Career and Employability Skills (ACES) Coordinator through ATLAS.
stephanie.sommers@mpls.k12.mn.us

Janet Sparks is an ELL teacher at Hubbs Center (St. Paul Public Schools). She serves on the CCRS implementation committee and has presented on numerous occasions regarding CCRS, digital literacy and student self-advocacy. She has written curriculum and created online courses on various professional development topics.
janet.sparks@spps.org

John Trerotola is an Adult Academic Program teacher for the Robbinsdale Area Schools. Currently, he is teaching Language Arts and Social Studies for GED, Adult Diploma and college transition students. He is also teaching an advanced ESL class for the 2016-17 school year. John has a BA and MA in History and is licensed in 5-12 Social Studies. John_trerotola@rdale.org

Heather Turngren – has worked in Adult Education since 2000, when she earned her M.Ed. in Education and Adult Basic Education licensure from the University of Minnesota. Heather has been a teacher with Minneapolis Adult Education since 2000 and has taught every level of adults from pre-literate ELLs to college prep students. Heather also works to coordinate the career pathway curriculum for Minneapolis AE. Heather.turngren@mpls.k12.mn.us

Susan Wetenkamp-Brandt is the Educational Technology Manager for the Minnesota Literacy Council. Working under Supplemental Services grants, she provides training and support for technology, digital literacy, and distance learning. swbrandt@mnliteracy.org

Burgen Young is the ESL Training Coordinator at the Minnesota Literacy Council. Burgen trains and supports volunteers to tutor adult English learners. She has worked on ABE for over 10 years and has a dual MA in TESOL and Linguistics. byoung@mnliteracy.org

Mary Zamacona is both a coordinator and teacher at the Minnesota Literacy Council's Open Door Learning Center in Arlington Hills, Saint Paul. Mary has taught English as a Second Language to adults on the east side of Saint Paul since 2008. She started her career as a K-12 ESL and has recently completed her Masters ESL. Mary is both a presenter and participant in the variety of professional development opportunities offered through ABE and is currently part of the CCRS cohort for Minnesota. mzamacona@mnliteracy.org