2019 Language and Literacy Institute

Thursday, January 24 – Friday, January 25, 2019

Radisson Hotel Roseville
2450 North Cleveland Avenue
Roseville, MN 55113

Sponsored by:
Session Schedule, Descriptions & Locations

AGENDA FOR THURSDAY, JANUARY 24
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 25
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, E

Please take careful note of where your session is being held

WE ARE UNABLE TO ACCOMMODATE SESSION CHANGES – SORRY, NO EXCEPTIONS!

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 24 (8:45 - 11:45 AM)

Testing and Teaching Reading Fluency Across Levels – Marn Frank and Terrisa Fisher

This session focuses on best practices and resources for testing and teaching reading fluency. The foundational skill of reading text accurately, at an appropriate rate, and with meaningful phrasing is essential for readers of all ages because it supports comprehension. At basic or beginning levels, accurate letter/sound/word reading creates a bridge to fluent sentence reading and understanding. At intermediate to advanced levels, accurate word reading and smooth sentence phrasing creates a bridge to fluent passage reading and understanding. NOTE: a similar session was presented last year; this new version spends less time on informal testing and more time on teaching routines across ABE and ESL levels.

Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE

Anchor CCR Standards Emphasized:
- Reading Foundational (RF.4) Read with sufficient accuracy and fluency to support comprehension

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Discuss “struggling” adult readers who may need reading fluency.
2. Describe general fluency and the specific dimensions of reading.
3. Explain informal processes for testing fluency across.
4. Articulate proven routines for teaching (or bridging) fluency across.
5. Know how to access a variety of leveled, print, and online fluency resources.
Academic Conversations in the Classroom – Nikki Carson and Jessica Jones

This session will explore how teachers can incorporate purposeful conversational routines that solidify academic vocabulary and structures. Participants will also see examples of solely text-based lessons that teachers have converted to include meaningful discussions in order to meet specific objectives. In addition, participants will gain strategies for facilitating discussions within short-term and long-term projects. Finally, participants will analyze published textbooks and curricula for opportunities for deep and varied academic interactions.

Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE

TIF Skills Addressed: Effective Communication and Critical Thinking

Anchor CCR standards Emphasized:
- Speaking and Listening 1, 2, 3

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Describe principles and strategies to incorporate academic conversations into the work they already do.
2. List and explain routines and new conversational activities and explore ways to adapt these in their classrooms.
3. Analyze published textbooks and curricula for opportunities for deep and varied academic interactions.

NOTE: THIS SESSION IS ALSO OFFERED ON FRIDAY MORNING.

Nothing is Impossible: Tackling Complex Text and Citing Evidence in Low Level ESL Classes – Andrea Echelberger, Nicki Olalde, and Patsy Egan

Ready to delve deeper into CCRS at low levels? Teachers who have integrated CCRS into their low-level classroom instruction are discovering ways to use routines and scaffolding to help learners interact with complex texts, tackle increasingly rigorous activities, and develop skills for independent learning. Come explore two beginning level ESL teachers’ successful approaches to incorporating CCRS into their everyday instruction. Join us to learn methods for prioritizing instructional goals and discover ready-to-go CCRS routines. You’ll leave with concrete steps toward reaching your long-term CCRS goals! Basic familiarity with CCRS English Language Arts (ELA) standards is assumed.

Intended Audience: Low-literacy + Beginning ESL

TIF Skills Addressed:
- Effective Communication 1
- Learning Strategies 1 & 2
- Critical Thinking 1

Anchor CCR standards Emphasized:
- Reading: 1 (RI/RL.1.1)
- Reading: 3 (RI.1.3)
- Speaking & Listening: 6 (SL.K.6)
- Speaking & Listening: 1a/b
- Language: 1 d and k (L.K.1.D)

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Use scaffolding techniques to help students access complex text with increasing independence.
2. Name 3-5 classroom routines that enhance instructional rigor and ease in standards implementation.
3. Access resources for further professional learning, including newly released classroom videos.
4. Create an action plan that reflects priorities for implementation, including specific classroom routines and scaffolding strategies.
Moving Into Academic Writing – Paula Freiermuth

As students move to higher levels, GED prep, college prep, and diploma, their writing needs to move to a different expectation. Writing needs to be more academic and professional. Sophisticated sentence writing, vocabulary, and tone are the norm. The steps from CCRS Level C writing to CCRS Level D writing presents the learner and the teacher with some big leaps in strategies and skills. This session will explore the differences in Level C and D. We’ll look at some instructional strategies and writing tasks to help students move into academic writing.

**Intended Audience:** Advanced ESL, Intermediate ABE, Secondary ABE

**Anchor CCR Standards Emphasized:**
- Writing 1-2, Levels C and D specifically touching on all 9 writing anchors

**Objectives:** Upon conclusion of the workshop, participants will be able to:
1. Identify how the expectations for writing shift at CCRS Level D.
2. Deconstruct a writing assignment to identify the elements of a good writing assignment.
3. Write a paragraph frame for text based expository writing at CCRS Level D.
4. Identify the elements of a writing assignment for CCRS Level D.
5. Identify the supports students will need to write more complex academic and work-based writing.

**NOTE:** THIS SESSION IS ALSO OFFERED ON FRIDAY MORNING.

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College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – Burgen Young and Linda Uscola

**NOTE:** THIS IS AN ALL-DAY WORKSHOP; you must attend morning and afternoon.

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.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

**Anchor CCR Standards Emphasized:**
- This session is an introduction to all English Language Arts CCR Standards.

**Objectives:** Upon conclusion of the workshop, participants will be able to:
1. Navigate the CCRS document.
2. Identify the features that make a text complex.
3. Identify and evaluate questions about texts that require close reading and citing of evidence.
4. Make accommodations in a lesson so students learn new information directly from texts.
### Critical Thinking for All Learners – Adam Kuehnel

Effectively engaging adult learners in developing critical reading and thinking skills results in more than just an improved TABE score—it results in new strategies and approaches to real-world situations. But how do we develop those skills in a low-level literacy classroom where the academic needs of the learners are incredibly diverse? In this workshop, participants will be introduced to new teaching strategies that focus on a student’s depth of understanding and ability to gather evidence by investigating a combination of visual and print texts. These strategies have likewise been shown effective in the teaching of intermediate and advanced literacy students. Participants will leave this workshop with a number of materials and concepts that promote student self-efficacy and academic achievement.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

**TIF Skills Addressed:**
- Effective Communication
- Learning Strategies
- Critical Thinking

**Anchor CCR Standards Emphasized:**
- Reading: 1, 2, 3, 4, 7

**Objectives: Upon conclusion of the workshop, participants will be able to:**
1. Engage the foundations of teaching critical thinking and evidence based instruction.
2. Incorporate new low-level literacy strategies into their classroom that will encourage learner collaboration, depth of understanding, and curriculum engagement.
3. Understand how to implement visual text and print text and how to develop related text-dependent questions.

### Science Ant-thology – Judy Trowbridge

There is a plethora of non-fiction books on ants, with a wide range of different themes and insights. Ants are not solely focused on in the world of science. They have made their way in the fiction realm and have been used as characters in storytelling for hundreds of years. They can range from antagonistic creatures with dark and mysterious ways, to heroes who have come to save the day. With few exceptions, human societies exist in places where ants are a dominant element of our surroundings. We are all aware of ants. This subject easily lends itself to the integration of science and literature in the classroom.

**Intended Audience:** Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate

**TIF Skills Addressed:**
- Self-Management: Skills 1, 2, 3
- Learning Strategies: Skills 1, 2, 3, 4
- Critical Thinking: Skill 3

**Anchor CCR Standards Emphasized:**
- Reading: 4, 5, 7, 9

**Objectives: Upon conclusion of the workshop, participants will be able to:**
1. Integrate science and non-fiction texts.
2. Develop a progression of text complexity and quality.
3. Facilitate text-based science discussions and writing through a variety of common texts.
4. Develop resources to provide standards-aligned instruction and assessment.
Linking Writing Activities to EBRI – Penny Brown

Are you establishing Evidence-Based Reading routines in your classroom? Are you ready to get your students writing? Are you anxious about expanding writing instruction in your classroom? If so, consider joining us as we try select sentence and paragraph writing activities that can be linked to the four components of reading. Special attention will be given to using text structure for organizing simple paragraphs. Are you new to EBRI (Evidence-Based Reading Instruction)? If so, join us to gain some writing ideas for your current practice.

Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE

TIF Skills Addressed:
- Effective Communication

Anchor CCR Standards Emphasized:
- Writing 2, 4, 5
- Speaking & Listening 1, 5
- Language 1, 2
- Reading 5

Northstar Digital Literacy Standard:
- Basic Computer Skills
- Windows / Mac OS X
- Word

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Review informal sentence writing activities linked to alphabetics, fluency, and vocabulary instruction.
2. Examine formal writing activities linked to comprehension instruction.
3. Discuss methods for managing editing of formal writing assignments.

“Minds On” Project-Based Learning in Adult Career Pathways: Designing Well-Balanced Career-Based Lessons for Low-Literacy English Language Learners – Jamie Kreil

Much of what we do in low-literacy English language classes is embed skills in authentic contexts. One approach to this is project-based learning, a comprehensive approach to teaching and learning designed to engage learners in solving authentic problems. When embedded in career content, projects have the potential to cover a multitude of occupational, basic, soft, and digital literacy skills. During this workshop, participants will explore research-based best practices for project-based learning, investigate examples in a low-high beginning level career course, view and evaluate demonstrations, and begin designing a career-based lesson using project-based learning.

Intended Audience: Low-literacy + Beginning ESL

TIF Skills Addressed:
- Effective Communication: Skills 2, 3
- Listening: Skill 1
- Critical Thinking: Skill 2
- Navigating Systems: Skill 1

Anchor CCR Standards Emphasized:
- Speaking & Listening 1, 2, 4
- Language 1, 6
- Reading 3, 7

Northstar Digital Literacy Standard: Basic Computer Skills, World Wide Web, Email

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Identify research-based best practices for project-based learning at all levels
2. Determine which best practices are effective for low-literacy students learning career content
3. Design a career-based lesson using project-based learning.

College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – Burgen Young and Linda Uscola

NOTE: THIS IS AN ALL-DAY WORKSHOP: you must attend morning and afternoon.

Quad texts? Multimodal texts? Culturally responsive teaching and classrooms? These are some of the key terms in 21st century literacy practice. We will take a look at what the research says about creating a culturally responsive classroom by building multimodal, thematic text sets using an inquiry-based model. Come prepared to engage in the conversation about best practices for literacy to meet the CCRS standards and increase engagement and motivation in the adult learner classroom.

Intended Audience: Advanced ESL, Intermediate ABE, Secondary ABE, Intermediate ESL

TIF Skills Addressed:
- Critical Thinking (CT) Skills 1, 2, 3, 4

Anchor CCR Standards Emphasized:
- Reading 1, 2, 3, 7, 9, 10

Northstar Digital Literacy Standard:
- Basic Computer Skills
- World Wide Web

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Define Critical Literacy, its origins, and its relevance to adult learners.
2. Explore the value of incorporating culturally relevant, multimodal text sets in the adult learner classroom.
3. Examine two models teachers can use for the creation of text sets.
4. Receive a Quad Text sample to be used for CCRS levels A-B and a Balanced Literacy 2.0 text set sample for levels C-E.
Critical Literacy – Implications for Selecting and Using Texts in ABE Classrooms – Jodi Versaw and Eryn Killough

Critical literacy is an approach that asks instructors and students to consider that texts are not neutral and that the way texts are constructed should be analyzed and challenged. It purports that both texts and readers are positioned within social, political, cultural and historical contexts. Critical literacy also suggests that authors have biases and agendas, and that texts can be used to uphold systems of power and privilege by supporting dominant narratives and leaving out dissenting perspectives. In this session we will consider what critical literacy means for the ABE classroom, particularly in the issue of which texts we choose to use in our lessons and how we ask students to engage with them. We will practice asking questions about texts, such as: Who is in the text? Who is missing? Whose voices are represented? Whose voices are discounted? What are the author’s intentions and assumptions? What would an alternative text say?

Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary

TIF Skills Addressed:
- Critical Thinking: Skill 3, 4

Anchor CCR Standards Emphasized:
- Reading 6, 8

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Share an overview of the theory of critical literacy.
2. Consider critical literacy within the context of ABE.
3. Use critical literacy questions on texts used in ABE.

The View from the Other Side of the Desk: The Language Learner Experience – Andrea Echelberger

Ever wish you knew how your English language learners felt during a language lesson? Wish you could put yourself in their shoes for a day so that you could be a better teacher? Whether you are new to the ESL classroom, or an experienced teacher looking to brush up your skills, this session will help you gain an appreciation for the experiences and needs of your language learners. See what it feels like to be a language learner, learn about recommended teaching practices to support learners of all levels, and discuss insights with your teaching colleagues. Have fun in this interactive session, and prepare to come away with insights into best practices for teaching speaking, listening, phonics, and reading.

Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Understand the reasoning behind research-backed practices for supporting verbal language development with ESL learners.
2. Identify challenges present in reading lessons and articulate strategies to successfully help learners overcome them.
3. Develop empathy for the frustrations that ESL learners can experience, and provide appropriate feedback and support when learners express disappointment at progress.

College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – Burgen Young and Linda Uscola

NOTE: THIS IS AN ALL-DAY WORKSHOP; you must attend morning and afternoon.
Mobile Devices in the ABE/ESL Classroom: Apps & Instructional Strategies to Promote Language & Literacy – Susan Wetenkamp-Brandt

Many adult learners have a smartphone, and many ABE programs have access to iPads or other tablets for use in the classroom. In too many cases, however, these devices are not harnessed for learning at all, or are used in the most basic capacity. No matter how pretty it is, a digital worksheet is still a worksheet! If you are looking for ways to get more out of mobile devices, this is the session for you! We’ll explore a variety of apps for iOS and Android that can be used for formative assessment, delivering instructional content, facilitating group communication, and more! We will also explore some of the challenges of working in a BYOD (Bring Your Own Device) environment, and strategies for addressing those challenges before they derail your lesson plan.

PLEASE BRING YOUR OWN MOBILE DEVICE IF POSSIBLE.

Intended Audience: Intermediate ESL Advanced ESL, Intermediate ABE, Secondary ABE

TIF Skills Addressed: Effective Communication: Skill 3

Anchor CCR Standards Emphasized: None specifically because the apps and strategies can be integrated into whatever content the teacher is already delivering. They can be used to support many different ELA standards.

Northstar Digital Literacy Standard:
- Basic Computer Skills
- World Wide Web

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Select from a variety of apps for mobile devices (smartphones and tablets) to meet specific instructional purposes, including formative assessment, delivering instructional content, and facilitating group communication.
2. Differentiate between Northstar Digital Literacy Standards that can be practiced/applied using mobile devices and those that require a PC.
3. Identify several challenges common when implementing BYOD (Bring Your Own Device), and strategies for addressing those challenges.

The 5 Rs of Reading: A 5th-Year Iteration of CCRS Reading Integration – Lia Olson

As an early adopter of CCRS, I began integrating CCRS Reading and Writing standards into my High-beginning and Low-intermediate ESL classes in Fall of 2013. I’ve since integrated CCRS into curricula at the pre-GED and GED levels as well. Now in my fifth year of integration, I finally have an iteration I’m ready to share: The 5 Rs of Reading. Try out the 5 Rs with me as we explore explicit instruction of reading strategies, instructional materials that enhance students’ ability to read complex text, and teaching methods that support both these efforts.

Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

Anchor CCR Standards Emphasized:
- Most to All CCRS Reading Standards; some CCRS Writing Standards

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Articulate the 5 Rs of Reading.
2. Consider ways to explicitly teach the 5 Rs to learners.
3. Explore instructional materials that integrate CCRS reading standards and provide students with effective practice in reading complex text.
4. Consider teaching methods that support the 5 Rs.
Developing Fluent Writers: Yes, You Can! – Kristine Kelly and Stephanie Sommers

Fluency is often thought of as a core reading skill, but learners need to develop fluency with other basic skills as well, such as writing. Fluency with writing involves developing a degree of comfort with language that provides confidence and lowers anxiety. In this session, participants will explore a variety of classroom routines that can be implemented to develop writing fluency, as well as how to provide students with strategies and supports that will help them to really make sense of standard writing conventions.

Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

TIF Skills Addressed:
- Effective Communication: Skill 2
- Learning Strategies: Skill 2
- Critical Thinking: Skill 1

Anchor CCR Standards Emphasized:
- Writing 4, 5
- Language 1, 2

Northstar Digital Literacy Standard:
- Word

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Describe characteristics of fluent writing
2. Articulate at least 3 writing routines and scaffolds that can be implemented in instruction
3. Identify how to choose appropriate writing tasks
4. Incorporate writing tasks across instruction and provide meaningful feedback

Moving Into Academic Writing – Paula Freiermuth

NOTE: THIS SESSION IS A REPEAT FROM THURSDAY MORNING.
**CONCURRENT SESSION 5 (afternoon) – FRIDAY, JANUARY 25 (12:45 - 2:15 PM)**

**New NRS Functioning Levels for ESL: They're Not Just a Job; They're an Adventure! – Lia Olson and Patsy Egan**

Ready to climb summits and rappel down waterfalls? Or maybe improve ESL instruction in your classroom and grasp the big picture around the English Language Proficiency standards, the new NRS functioning levels, and how it all jives with CCRS? Join us as we explore rare rainforests and hike across glaciers (kind of), armed with new strategies for increasing the rigor of instruction, inspired by these new standards! The best adventures happen in talented teams, so come join us to collaborate, think big thoughts, and explore brave new worlds. All safety gear...um, resources...provided.

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced

**TIF Skills Addressed:** Effective Communication: as it relates to the interactive mode of the EFLs

**Anchor CCR Standards Emphasized:**
- Focuses on the EFLs and ELPs, therefore hitting on all strands of CCRS with examples that touch on specific standards within each strand.

**Objectives:** Upon conclusion of the workshop, participants will be able to:
1. Articulate the basic structure and content of the new NRS educational functioning levels for ESL and their connection to CCRS.
2. Identify the "whys" of learning these EFLs as we all prepare for new tests and expectations.
3. Through modeling and practice, learn how a unit of instruction can help students reach these rigorous standards!

**Instructional Implications of the New NRS Assessments – Heather Yee**

Participants in this session will take some time to review the new TABE and CASAS tests to determine how the standards show up in the assessments. Then teachers will identify the instructional implications. Some instructional routines that teachers can take back to their classrooms will be shared.

**NOTE: This session is for instructors and will not cover test administration topics.**

**Intended Audience:** Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

**Objectives:** Upon conclusion of the workshop, participants will be able to:
1. Determine how the standards show up in the new NRS assessments.
2. Identify the instructional implications.
3. Share some instructional strategies and routines to meet the instructional needs.

**Linking Writing Activities to EBRI – Penny Brown**

**NOTE: THIS SESSION IS A REPEAT FROM THURSDAY AFTERNOON.**
The ABCs of the Reading Foundational Skills – Marn Frank

This session provides an overview of the CCR Reading Foundational (RF) Skills at Levels A-C. The four RF skills "are directed toward fostering students’ understanding and working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system" (CCRS for Adult Education, page 40). Participants will gain knowledge of their sources, end goals, subskill progressions, and possible ABE and ESL student populations. The presenter will also share multiple ideas and resources for informal testing and explicit teaching of the RF Skills, which are part of the reading process that supports reading comprehension.

Intended Audience: Low-literacy + Beginning ESL, Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE

Anchor CCR Standards Emphasized: Reading Foundational (RF) 1-4

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Describe the RF Skills purpose and possible CCRS/NRS levels.
2. Articulate the RF Skills sources and goals.
3. Know the RF subskills and progressions.
4. Gain ideas for informal testing and explicit teaching of the RF Skills.
5. Learn about many FREE print and online testing and teaching resources!

Identifying and Developing Literacy Skills in the Math Classroom – Amber Delliger and Kari Anderson

We will explore how meaningfully incorporating key language and literacy skills into math instruction can build the overall numeracy levels of learners at all levels. Students must be given careful modeling with practice and feedback on reading mathematical text, note taking, asking questions, and sharing ideas. When working on these language and literacy skills, students are able to think, act, and speak like mathematicians. We will look at developing a safe classroom climate for discussion, strategies for developing healthy classroom discourse, and strategies to support students as they navigate a math textbook or resource.

Intended Audience: Intermediate ESL, Advanced ESL, Beginning ABE, Intermediate ABE, Secondary ABE

TIF Skills Addressed:
- Effective Communication: Skill 1
- Learning Strategies: Skill 1

Anchor CCR Standards Emphasized:
- Math Practices 1 and 3
- Speaking and Listening 1, 4

Objectives: Upon conclusion of the workshop, participants will be able to:
1. Identify strategies to increase comfort with mathematical.
2. Utilize traditional language acquisition techniques in a math context.
3. Identify examples of learning tasks and routines to be used in class that support literacy development.
Many Thanks!
This conference was planned by the Language & Literacy Advisory Team (LLATé). Thank you for all your time and expertise!

Pam Ampferer * Penny Brown * Nikki Carson
Andrea Echelberger * Patsy Egan * Terrisa Fisher * Marn Frank
Kristine Kelly * Adam Kuehnel
Astrid Liden * Nicki Olaide * Betsy Parrish * Bev Reilein *
Heather Yee * Burgen Young

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

Introducing Our Presenters

Penny Brown has worked in ABE since 1997. She currently teaches Literacy, Math, and Technology classes at SouthWest Metro Intermediate District in Shakopee. Penny is a member of the Language & Literacy Advisory Team where she focuses on reading and writing instruction for adult learners. pbrown@swmetro.k12.mn.us

Nikki Carson has been teaching Intermediate and Advanced ELL in the ABE setting since 2003. Currently, she also teaches College Prep and a Pre-CNA course at Open Door Learning Center – Lake St. She holds an MA in TESL and an ABE license. ncarson@mnliteracy.org

Miriam DeCock is an adult education instructor, with a focus on GED and Adult Diploma programs with Lakes and Prairies ABE. She holds a Master's Degree in Secondary Education and an Education Specialist Degree in E-Learning, with licensure in Language Arts and Communications. In addition to teaching in the ABE program, Miriam teaches high school English/Language Arts virtually and is currently pursuing a doctorate degree in Curriculum and Instruction. miriamdecoc@icloud.com

Amber Delliger has been in ABE for over 10 years and has found a love for facilitating numeracy development in all learners. Currently, she is working to support developmental education algebra courses at Anoka Ramsey Community College. amber.delliger@ahschools.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 also works with the TEFL program at Hamline University. Andrea taught refugees and immigrants in St. Paul, MN for over 10 years, and served as an English Language Fellow for two years in Cambodia. She earned her MAESL from Hamline University, and received her ABE Teaching License from the U of M. aechelberger@mnliteracy.org

Patsy Egan, PhD, directs ATLAS, the ABE Teaching & Learning Advancement System. www.atlasABE.org. Patsy is a frequent presenter and author, particularly in the area of low-literacy adult ESL teaching. She is currently President of LESLLA, Literacy Education and Second Language Learning for Adults, www.leslla.org.

Terrisa Fisher has been with WEST ABE since 2008 teaching English language, basic skills, GED content, citizenship, and reading. She has a degree in literacy from Hamline and a belief in evidence-based reading instruction (EBRI). Terrisa is a Minnesota STAR trainer. ttfisher@bhmschools.org

Marn Frank has served as ATLAS’s Literacy & STAR coordinator since 2008 and been involved in MN ABE...forever! She also facilitates Evidence-Based Reading Instruction Study Circles (EBRI SCs) and curates the STAR/EBRI and Writing Instruction resource libraries. Her professional passion is promoting the development of reading instructional routines that will benefit Beginning>Intermediate>Advanced level ABE programs, teachers, and students. mfrank06@hamline.edu
Paula Freiermuth has been an adult education teacher and consultant for a number of years. She has developed multiple curricula and presented at state, regional, and national workshops focusing on writing and reading instruction for all levels. Ms. Freiermuth holds a BA in English and an MEd in Adult Education. She is currently the Adult Diploma Lead and ELA Teacher with Osseo ABE. FreiermuthP@district279.org

Jessica Jones teaches intermediate and advanced ESL at the Minnesota Literacy Council. She designs and writes ESL curriculum for adult learners and consults on curriculum development. She holds a Master's degree from the University of Minnesota in Curriculum and Instruction. jones@mnliteracy.org

Eryn Killough, M.Ed. is an instructor with Minnesota's Northwest Service Cooperative in East Grand Forks and a consultant for Diversity2.org. She advises groups about underserved populations that are too often undervalued, marginalized or minimized by culturally unresponsive practices and policies. She has co-authored 7 peer-reviewed articles and book chapters on ethnocentrism in the educational system and conducted fourteen workshops on race, ethnicity and the absence of connectivity between White and Non-White professionals in the workplace and learning contexts. ekillough@nwservice.org

Adam Kuehnel is an ABE literacy instructor with the Minnesota Department of Corrections. Though he currently works with low-level literacy students, his experiences in the ABE high school equivalency level, as well as his experiences teaching middle school and high school English in the K-12 setting, have helped him to understand the beginning-to-end process of literacy instruction. Adam’s current focus in low-level literacy is helping students to become critical readers and thinkers by teaching condensed materials to a deeper level of text engagement. He enjoys developing new methods of instruction that motivate his students toward becoming lifelong learners. adam.kuehnel@state.mn.us

Jamie Kreil, PhD. is an ELL instructor and adjunct faculty member at Hamline University. Active in the field since 2007, her work has focused on credentialing, standards implementation, adult career pathways, and professional issues of the ABE teacher workforce. krei009@umn.edu

Nicki Olalde is a pre-beginning EL instructor and Digital Literacy coordinator in south Minneapolis. She has over 12 years of experience teaching English in ABE and in a university setting. She is currently finishing up her MAESL at Hamline University. Her capstone topic addresses instructional routines in the pre-beginning EL classroom. Her interests include strategies instruction and volunteer management. nicki@lyndale.org

Lia Olson, PhD, is an adult ELL teacher, curriculum designer, and author of Bridging English Language Learners to GED Test Prep and What’s Next? (New Readers Press, 2017, 2013). lia.conklin@spps.org

Traci Pederson is an educator from northern Minnesota who teaches in a one-room schoolhouse classroom. She is enthusiastic about using technology and seeks out opportunities of using it in her classroom with many of her students. Traci holds a BS from NDSU and several educational certificates. tpederson@nwservice.org

Stephanie Sommers has worked in adult education for over 15 years. Currently, she works for Minneapolis Adult Education as an instructor and writing curriculum lead. She is also an ATLAS consultant working on the ACES and CCI initiatives. She has extensive experience designing and delivering effective, engaging professional development in both face-to-face and online formats. Stephanie.Sommers@mpls.k12.mn.us

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