

2020 Language and Literacy Institute

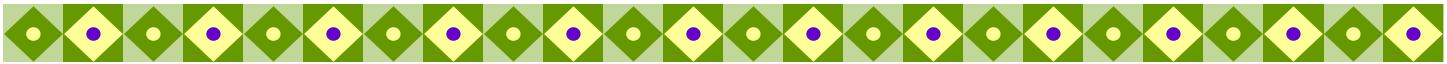
**Thursday, January 23 –
Friday, January 24, 2020**

**DELTA HOTELS by Marriott
Minneapolis Northeast
1330 Industrial Blvd. NE
Minneapolis, MN 55413**

Sponsored by:

atlas ABE Teaching & Learning Advancement System

HAMLINE UNIVERSITY





Session Schedule, Descriptions & Locations

AGENDA FOR THURSDAY, JANUARY 23

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 24

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

****SEE EVENT FLYER FOR ROOM LOCATIONS****

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

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 23 (8:45 - 11:45 AM)

(A) One-Pot Lessons: 3 Approaches That Work for Integrating Standards – Stephanie Sommers, Minneapolis ABE & ATLAS and Lia Olson, St. Paul Public School, Hubbs Center

During this interactive session, participants will explore how to create lessons that integrate multiple sets of standards by using one of three instructional approaches: project-based learning, problem-based learning, and contextualized and integrated instruction. Together we will look at where to find lessons that use these approaches, and we will analyze a sample lesson that models each approach. Participants will deconstruct the sample lessons to identify what standards are being addressed, and then they will use a lesson planning tool to begin building a lesson that can be used in class immediately. Participants will leave this session with a resource list, some lesson ideas, and a better understanding of what successful standards integration looks like. **Bring your CCRS and TIF books, if you have them.**

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Understand the basic components of each instructional approach.
2. Identify the benefits of creating lessons that integrate multiple sets of standards.
3. Identify the standards that are addressed in a lesson.

Standards Addressed: This session provides instructional guidance that can be applied to ALL the Minnesota ABE Content Standards.

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 23 (8:45 - 11:45 AM) - Continued

(B) Digital Literacy and Technology-Enhanced Instruction for Lower Levels of ESL – Jen Vanek, World Education

This workshop highlights how language and literacy development, technology integration and digital literacy go hand-in-hand, especially for learners developing English language and literacy at the lower levels. We will explore different conceptualizations of digital literacy and models for incorporating them into classroom instruction. The presentation includes practical resources and strategies to help foster students' digital skills and strategies for use of technologies requiring those skills in classroom learning. The session begins with a reflective process leading participants to identify the instructional needs and challenges evident in their classrooms and then follows with an opportunity to map out how the strategies and resources introduced might be implemented in the participants' different contexts. The participants will leave the session with a sketch of key decisions made that will help them make real what they have learned from the session. ***Bring a laptop or computer device.***

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Know about different digital literacy definitions and frameworks.
2. Consider strategies for incorporating vocabulary and language development into digital literacy instruction.
3. Understand the imperative for thoughtful technology integration.
4. Consider strategies for support low-literate ESL learners make use of learning technologies.
5. Consider how frameworks, models, and strategies proposed might fit into their classroom contexts.

Anchor CCR Standards Emphasized: CCR Anchor 6: Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Northstar Digital Literacy Standard: Basic Computer Skills, World Wide Web, Windows / Mac OS X, Email, Word, Social Media

(C) Making Thinking Visible in English Language Arts and Mathematics – Kristine Kelly and Lindsey Cermak, ATLAS

Reading, doing math, and learning are often silent, individual activities. They are internal, making it hard to know how students are tackling complex questions and making sense of course material. In turn, it's difficult to know how to move students toward proficiency in math and ELA! Join us as we explore how to make students' thinking visible for stronger learner-centered instruction and as a means to reach more rigorous standards, including listening and speaking skills. The presenters will provide the opportunity for participants to experience each of three routines firsthand in either ELA or math, see a real-life example of how the same routine was used in the other content area, and then engage in discussion about the implications and impact each routine has on making thinking visible.

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Incorporate into instruction 3 ELA and math strategies and/or routines that draw out and highlight student thinking.
2. Identify the implications and impact each strategy or routine has on making student thinking visible.
3. Articulate the importance of thinking routines for deeper learning of content development of independent skills for post-secondary, career, and community involvement.

Anchor CCR Standards Emphasized: The strategy of making student thinking visible supports students in doing the complex work of the CCR standards, so it is connected to all the standards.

TIF Skills Addressed:

- Learning Strategies Skill 4: Articulate awareness of what helps one learn language and content
- Critical Thinking Skill 2: Solve Problems
- Self-Management Skill 1: Set realistic goals and work independently to achieve them

CONCURRENT SESSION 1 (morning) – THURSDAY, JANUARY 23 (8:45 - 11:45 AM) - Continued

(D) Say What? Enhancing Listening Instruction for Adult Learners – *Andrea Echelberger, Minnesota Literacy Council, and Erin Cary, Lyndale Education Program*

Come learn how explicit listening instruction impacts language acquisition and fosters independence for language learners. We will identify authentic learning tasks that ELs encounter daily, try out a variety of listening activities across multiple levels, and discuss which explicit listening strategies are used for each one. You will be provided with a listening lesson planning checklist and have time to explore how it can be used to integrate more explicit listening strategies into existing curricula or to create lessons from scratch. Together we will directly apply new knowledge throughout the session in group workshop activities. We will wrap up the session by generating instructional goals to help build learners' confidence and ensure effective communication beyond the classroom.

Bring a sample unit from curriculum or recent lesson plan.

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Identify authentic listening tasks ESL learners encounter daily.
2. Complete a task analysis to identify listening skills used in authentic listening tasks.
3. Participate in a model listening lesson.
4. Access tools and resources for listening instruction, including listening lesson plan checklist.
5. Identify 3-5 listening strategies for the classroom.

TIF Skills Addressed:

- Effective Communication (EC) Skill 1
- Learning Strategies (LS) Skill 1, 2, 3

Anchor CCR Standards Emphasized: Speaking & Listening: Anchors 1-6

(E) College and Career Readiness Standards (CCRS) Foundations: ELA/Literacy – *Christine Wytaske, Metro South ABE, and Linda Uscola, Northwest Service Cooperative*

NOTE: THIS IS AN ALL-DAY WORKSHOP; you must attend both 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! No 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. ***Bring your CCRS book if you have one.***

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. 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.

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

CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 23 (12:45 - 2:15 PM)

A) Implementing the Northstar Digital Literacy Curriculum in the ESL Classroom – Susan Wetenkamp Brandt, Minnesota Literacy Council

In fall 2019, the Northstar Digital Literacy Project launched a new curriculum for teacher-led digital literacy instruction. The team developed the curriculum specifically to address the need expressed by ABE/ESL teachers for resources to help language and literacy learners acquire basic digital literacy skills. If you want to expand digital literacy instruction for your English learners, are curious about the curriculum, or simply want to increase your familiarity with best practices in digital literacy instruction, this is the session for you! We will dive into the curriculum, experience some of its activities and routines, and discuss the underlying principles that informed its design. You will leave with a sample curriculum unit, instructions for how to access the full curriculum, and an increased capacity to deliver digital literacy instruction to adult English language learners. Please plan to **bring a laptop or Chromebook** to be able to fully participate in this hands-on session.

Intended Audience: Intermediate ESL, Advanced ESL

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Access the Northstar Digital Literacy Curriculum.
2. Describe the digital literacy instructional best practices incorporated into the curriculum.
3. Make a plan to implement the curriculum in their instructional setting.

TIF Skills Addressed: The curriculum itself supports a variety of TIF skills, in particular Critical Thinking.

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

B) CASAS/TABE - Question Types for Rigorous Instruction – Heather Yee, Minneapolis Adult Education, and Adam Kuehnel, Minnesota Department of Corrections

Are you asking the right questions to prepare your students for what they might encounter on the TABE or CASAS Reading test? Much of preparing students for a timed test depends on helping them understand what is being asked and respond quickly. Join this workshop to gain hands-on experience with developing text-dependent questions for a variety of texts that will engage students in the productive struggle of preparing for their next TABE/CASAS Reading tests. **Bring a text you are planning to use with your students; also bring a laptop or computer device.**

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Use question stems to develop text-dependent questions.
2. Prepare purposeful responses for multiple-choice questions.
3. Develop 3-5 question quizzes for TABE/CASAS Reading practice.
4. Describe how to use test-taking strategies to understand and answer text-dependent questions.
5. Take-away: 3-5 question quiz for a level-appropriate text aligned to TABE/CASAS Reading.

Anchor CCR Standards Emphasized: CCRS Reading Standards 1-10

TIF Skills Addressed: Learning Strategies and Critical Thinking

CONCURRENT SESSION 2 (afternoon) – THURSDAY, JANUARY 23 (12:45 - 2:15 PM) - Continued**C) Some Numbers Walk into a Language Class – Liddy Rich, Harmony ABE, and Abby Roza, Ramsey County/Metro East**

How could numeracy routines further the language objectives in your classroom? Come engage in some numeracy routines that require minimal preparation. The materials are free on the internet. With 20 minutes once or twice a week, you can support your students' academic language development. These routines are widely adaptable and can be used with students at a variety of literacy, English, and numeracy levels.

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Engage language students with academic language and the language of numeracy through speaking and listening activities.
2. Integrate short instructional routines into their classrooms to develop students' thinking, language, and numeracy skills.
3. Use non-traditional texts to teach literacy strategies.

Anchor CCR Standards Emphasized:

- Speaking and Listening -- SL 1, SL 3, SL 4, and SL6
- Math Process – MP 1, MP 2, MP 3, MP 4
- Math Content – 7.ee.3, 1.md.2, 1.oa.5, 6 ee.2
- Reading – RI 1, RI 7
- Language – L1, L3, L6

TIF Skills Addressed:

- Effective Communication 1, 2
- Learning Strategies 1, 3
- Critical Thinking 1, 2, 3, 4

D) Count Me In... Preparing Adult Education Teachers and Students for the 2020 Census – John Trerotola, Robbinsdale Area Schools AAP, and Jeffrey D. Wigren, U.S. Census Bureau

The U.S. Census takes place next year! What questions do your students have about this process? What questions do you have about its implications for adult education? In this highly interactive presentation, you will receive a detailed overview of the Census from a U.S. Census Bureau Partnership Specialist and have the opportunity to learn more and ask questions about this very important process. You will also hear from an ABE teacher and consider various teaching strategies when introducing the Census in the adult education classroom. Moreover, there will be time for hands-on practice with Census-related lessons and activities for all levels and recommendations for further resources and information about this every ten-year event.

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. Summarize the Census process timeline, recognize its importance, and identify the types of questions asked.
2. Investigate how the Census specifically affects the adult education community.
3. Identify and assess leveled Census-related lessons, activities, and resources for program/classroom use.

Anchor CCR Standards Emphasized:

- Speaking and Listening Anchor 2: Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
- Language Anchor 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
- Math Anchors: Measurement and Data & Statistics and Probability

Northstar Digital Literacy Standard: Social Media**TIF Skills Addressed:**

- Navigation Systems Skill 1: Seek information or assistance appropriately from others in order to successfully navigate specific systems.
- Navigation Systems Skill 2: Identify and comply with rules, policies and performance expectations within institutions and organizational structures.

CONCURRENT SESSION 3 (afternoon) –THURSDAY, JANUARY 23 (2:30 - 4:00 PM)

A) The Write Stuff – Stephanie Sommers, Minneapolis ABE & ATLAS, and Kristine Kelly, ATLAS

For this interactive session, the facilitators will use a common ESL textbook to model how to enhance any kind of academic task (reading, listening, and grammar) by adding meaningful writing activities. These writing activities add value to any lesson by helping students to develop higher-level thinking skills, reflect on what they have learned, and construct meaning. The facilitators lead a discussion on how to scaffold writing tasks to make them appropriate for a variety of levels. Join us, and you will leave with several ready-to-use activities and a better understanding of how time can be made for writing on a regular basis.

Intended Audience: Intermediate ESL, Advanced ESL

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Articulate at least 3 writing strategies and scaffolds that can be embedded in instruction.
2. Incorporate writing tasks across instruction and provide meaningful feedback.
3. Identify the benefits of including writing tasks in all content area instruction.

Anchor CCR Standards Emphasized:

- Writing Anchor 3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Writing Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Language Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TIF Skills Addressed:

- Learning Strategies, Skill 2: Apply appropriate strategies to organize, retain, and review materials in order to aid in understanding and recall.
- Critical Thinking, Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas.

B) Integrate, Differentiate, Celebrate! Standards-Based Instruction for Multilevel Adult ESL – Patsy Egan, ATLAS; and Lia Olson, St. Paul Public School, Hubbs Center

Today's adult ESL teachers are pulled in so many different directions! We are tasked with implementing CCRS, embedding soft TIF (soft) skills, and building knowledge around meaningful content, be it life-skills, academic, or career-focused. Planning is difficult even in the most ideal of settings, but how can we make it happen with multiple levels of proficiency and inconsistent attendance? This session offers tools, resources, and classroom-tested strategies to make it all less daunting. In this workshop, we demonstrate a unit of instruction that focuses on CCRS, TIF and Northstar standards. The unit will showcase the cohesive integration of standards, soft skills, and relevant content while providing differentiated instruction at multiple levels of English proficiency and literacy. Next, we explore the planning process and how effective tools and strategies can make planning such a unit accessible to even the busiest of teachers. We unpack the various ways that the standards in the demo unit have been differentiated for a multi-level group. You will leave the session with ready-to-use resources, tools, and strategies that allow them to "integrate" multiple skills (standards), "differentiate" for multiple levels of English proficiency, and "celebrate" the art of doable standards-based multilevel instruction!

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Articulate what is meant by multilevel adult ESL and how we can respond with three dimensions of differentiation (content, process, and product).
2. Identify and develop differentiated instructional tasks, processes, and assessments to optimize learning for multilevel groups of learners.
3. Access resources and strategies for serving multilevel students.

Anchor CCR Standards Emphasized:

- CCRS Listening/Speaking 2 (evaluate and integrate information in diverse media)
- CCR Reading 7 (integrate and evaluate content presented in diverse media)
- CCR Writing 8 (gather and integrate relevant information)

Northstar Digital Literacy Standard: Basic computer skills, Word

TIF Skills Addressed: Effective Communication, Critical Thinking, Learning Strategies

CONCURRENT SESSION 3 (afternoon) – THURSDAY, JANUARY 23 (2:30 – 4:00 PM) - continued

C) Detail Oriented – Penny Brown, SouthWest Metro Intermediate District

Recognizing how and when details support an idea is an underlying skill for many tasks requiring reading and writing. Join us for a look at picture, sentence, and paragraph level activities to help students learn to evaluate details in a text. We will examine how to distinguish a topic from a main idea. Then we will continue into evaluating whether details support, contradict, or are irrelevant to an idea. Finally, we will consider how a graphic connects to text.

Intended Audience: Advanced ESL, Beginning ABE, Intermediate ABE

Objectives: Upon conclusion of the workshop, participants will be able to teach students to:

1. Distinguish topics from main ideas.
2. Identify supportive, unsupportive, contradictory, and irrelevant details.
3. Connect graphics to text.

Anchor CCR Standards Emphasized:

- CCR Anchor 2: RI.1.2, RI.3.2, RI.4.2, RI.6.2
- CCR Anchor 7: RI.3.7, RL.3.7
- Writing CCR Anchor 1

TIF Skills Addressed:

- Effective Communication
- Learning Strategies

D) Contextualizing Grammar in the Adult ESL Classroom – Sheri Lear and Nikki Carson, Minnesota Literacy Council

Adult language learners don't acquire grammar in the same way as young children. They must be guided through a process of discovery, in which they notice, explore, and practice new grammatical structures. In this workshop, you will learn to use texts as springboards for grammar exploration and expansion activities. We will work in small groups to brainstorm ways to incorporate these strategies into their curriculum.

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Compare traditional grammar instruction with a functional grammar approach.
2. Identify pertinent grammar points within a text and expand opportunities to practice those points beyond the text.
3. Demonstrate ability to think strategically about incorporating more meaningful grammar activities into their classrooms.

Anchor CCR Standards Emphasized:

- Language Standards CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Language Standards CCR Anchor 2: Demonstrate command of the conventions of standard English capitalization, punctuation and spelling when writing.

TIF Skills Addressed:

- Effective Communication: Skill 1: Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals.
- Learning Strategies: Skill 1: Apply appropriate strategies for comprehending oral or written language in texts and listening activities (reading schedules, listening to supervisor's directions, listening to a lecture).
- Critical Thinking: Skill 1: Organize, analyze and illustrate relationships between components, items, and ideas.

CONCURRENT SESSION 4 (morning) – FRIDAY, JANUARY 24 (8:45 - 11:45 AM)

A) Put a Little PBL in your ELL Instructional Units – Jamie Kreil, Cedar Riverside Adult Education Collaborative/Hamline University, and Heather Turngren, Minneapolis Adult Education & ATLAS

In this highly engaging and interactive workshop, participants will learn the basic components of project based learning (PBL) and how to differentiate the components within an ELL context. The workshop facilitators will present best practices of incorporating PBL showing examples from Adult Career Pathway curriculum. Join us as we begin to incorporate these best practices into an instructional unit. Be prepared for active learning! **Bring a laptop or computer device.**

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Define project-based learning (PBL).
2. Differentiate among components of PBL in the ELL classroom.
3. Determine best practices of PBL for all ELL levels of instruction.

Begin to incorporate PBL into your instructional units.

Anchor CCR standards emphasized:

- Reading Anchor 7: Integrate and evaluate content in diverse media and formats
- Listening and Speaking Anchor 1: Prepare for and participate effectively in a range of conversations;
- Listening and Speaking Anchor 2: Integrate and evaluate information presented in diverse media and formats
- Writing Anchor 6: Use technology, including the internet, to produce and publish writing and to interact and collaborate with others.
- Writing Anchor 7: Conduct short as well as more sustained research projects based on focus questions.

Northstar digital literacy standard: World Wide Web

TIF Skills Addressed:

- EC 1: Engage positively and actively with individuals, one-on-one, and in a team setting to accomplish goals.
- DFP 1: Evaluate personal skills, strengths, and values to inform decisions about one's future pathway.
- DFP 2: Explore available options in order to identify one's future pathway.
- NS 2: Identify and comply with rules, policies, and performance expectations.
- NS 3: Identify and follow norms of an organization structure.
- CT 2: Solve problems.

B) Designing Quality Career Pathway Courses: Tools at Your Fingertips! – Liz Andress, ATLAS, and Cindy Secord, Metro North Adult Education

Are you an instructor tasked with developing a career-related course and not sure where to start? Are you a manager with plans to implement a career pathway program concerned about how to get a curriculum created for a pre-college or exam-prep career course? Or are you a teacher ready to take a “zoom-out” perspective on any course you’ve been teaching to strengthen how the whole thing is designed for maximum student engagement? In this session we will explore the power of “backwards design”, write student-centered course objectives, consider creative ways to assess learning, and begin building a student syllabus that communicates effectively with learners. You’ll also gain access to multiple tools and great examples available in the ATLAS adult career pathways resource library to assist you in the course design process. (This session draws from elements in the past Adult Career Pathways Course Design Cohort trainings. Past cohort participants are welcome to come and continue work where you left off. Newcomers to course design are especially encouraged to attend.) **Bring your CCRS book, if you have one; also bring a laptop or tablet.**

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. Describe the first steps in backwards course design.
2. Define measurable course objectives.
3. Describe the connection between well-defined objectives and effective assessments.
4. Create a student-friendly course syllabus.
5. Access tools and examples in the ATLAS Adult Career Pathways (ACP) resource library.

Standards Emphasized: General - will work on defining course objectives that align with CCR standards, TIF and Northstar.

TIF Skills Addressed: Syllabus work: Navigating Systems, Skills 1 & 2

CONCURRENT SESSION 4 (morning) – FRIDAY, JANUARY 24 (8:45 – 11:45 AM) - Continued

C) Supporting Language and Literacy Learning Through Distance Learning – Susan Wetenkamp-Brandt, Minnesota Literacy Council

Thanks to a newly streamlined approval process, the number and variety of approved distance learning (DL) platforms in MN ABE is rapidly growing. Many DL platforms offer teachers powerful tools to expand language and literacy learning opportunities. In this session, we will explore a variety of platforms and the types of language and literacy content they cover (including Read Theory, Khan Academy, Edmentum Courseware, CommonLit, EdReady, and more). We will also discuss the platforms' standards alignment and the instructional models that work best with each platform. You will leave the session with tools to help you make informed choices among the large list of DL platforms, as well as guidance on how to apply for approval for a new DL platform. Please plan to **bring a laptop or Chromebook** to be able to fully participate in this hands-on session.

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Compare and contrast the language and literacy content and instructional features of a selection of distance learning platforms.
2. Identify 1-2 DL platforms suitable for use with the language and literacy learners they serve.
3. Describe the instructional models that work best with the platform(s) they identified.
4. Explain the distance learning platform approval process.

Anchor CCR Standards Emphasized: None specifically, however the DL platforms themselves are aligned with standards and we will spend some time reviewing the standards alignment of the platforms.

Northstar digital literacy standard: Basic Computer Skills, World Wide Web

D) Integrating Math into ESOL Units: Shopping – Connie Rivera, TERC [Note: Connie is a national mathematics speaker and previous Math Institute presenter]

Designed for classes with a language focus, this all-day workshop will focus on math concepts and activities that could be woven into an ESOL unit on shopping or consumer awareness. Participants will have the opportunity to deepen their own conceptual understanding of some of the math concepts behind the activities, try out some visual and tactile manipulatives that can help students deepen their understanding of the math, and experience and reflect on some of the activities offered in the packet. Cultural and life skills contexts addressed in the packet include U.S. currency, estimating costs and making change, understanding basic sales and markdowns, and finding the best deal.

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Estimate metric distances using personal benchmarks.
2. Connect place value to the metric system and American currency.
3. Be able to articulate relationships among the four operations.
4. Use fraction strips to reason about benchmark percentages.
5. Identify different ways of reasoning about proportional situations

CCR Standards Addressed: 3.NF.3b, 2.NBT.1

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

CONCURRENT SESSION 5 (afternoon) – FRIDAY, JANUARY 24 (12:45 - 2:15 PM)

A) Queering the Classroom: LGBTQIA+ Representation in Literacy Instruction – Kris Klas, Saint Paul ABE; Erin Cary, Lyndale Education Program; and Jamie Kreil, Cedar Riverside Adult Education Collaborative/Hamline University

In this session, ABE professionals in the LGBTQIA+ community invite you to reflect on and discuss topics of gender and sexuality in ESL/ABE classrooms and instruction. We will have the opportunity to evaluate common literacy instructional materials and brainstorm how to include more queer representation. Presenters will provide lesson examples for teaching gender-inclusive language, beginning with the emergent reader level. It is our intention to create a space where you are welcome but not required to share aspects of their identity or experiences related to the topic.

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Reflect on intersectionality and identity and expand awareness of concepts around sexuality and gender.
2. Discuss how to address LGBTQIA+ topics and identities in instruction.
3. Evaluate commonly used literacy instruction materials for LGBTQIA+ inclusion.
4. Prepare to apply LGBTQIA+ perspectives to instruction.
5. Take away research, resources, and materials on LGBTQIA+ topics.

Anchor CCR Standards Emphasized:

- Reading: CCR Anchor 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- Writing: CCR Anchor 4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- Speaking & Listening: CCR Anchor 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
- Speaking & Listening: CCR Anchor 6: Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
- Language: CCR Anchor 1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- Language: CCR Anchor 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

TIF Skills Addressed:

- EC.1 Engage positively and actively with individuals in both one-on-one and team settings to accomplish goals.
- EC.2 Use language style, level of formality, and nonverbal cues, appropriate to context and task, in oral and written communication.
- CT3: Use information to draw conclusions and make decisions.
- CT4: Recognize bias, assumptions and multiple perspectives.
- NS1: Seek information or assistance appropriately from others in order to successfully navigate specific systems.
- NS3: Identify and follow norms of an organizational structure.

CONCURRENT SESSION 5 (afternoon) – FRIDAY, JANUARY 24 (12:45 - 2:15 PM) - continued**B) REPEATED: CASAS/TABE - Question Types for Rigorous Instruction – Heather Yee, Minneapolis Adult Education, and Adam Kuehnel, Minnesota Department of Corrections**

Are you asking the right questions to prepare your students for what they might encounter on the TABE or CASAS Reading test? Much of preparing students for a timed test depends on helping them understand what is being asked and respond quickly. Join this workshop to gain hands-on experience with developing text-dependent questions for a variety of texts that will engage students in the productive struggle of preparing for their next TABE/CASAS Reading tests. ***Bring a text you are planning to use with your students; also bring a laptop or computer device.***

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

Objectives: Upon conclusion of the workshop, participants will be able to:

1. Use question stems to develop text-dependent questions.
2. Prepare purposeful responses for multiple-choice questions.
3. Develop 3-5 question quizzes for TABE/CASAS Reading practice.
4. Describe how to use test-taking strategies to understand and answer text-dependent questions.
5. Take-away: 3-5 question quiz for a level-appropriate text aligned to TABE/CASAS Reading.

Anchor CCR Standards Emphasized: CCRS Reading Standards 1-10

TIF Skills Addressed: Learning Strategies and Critical Thinking

C) The Changing Landscape of Refugee Resettlement – Patricia Fenrick, Resettlement Programs Office, Department of Human Services

People with refugee status come to the U.S. as humanitarian immigrants through a strictly regulated program. Do you know how recent federal changes in refugee policy have impacted Minnesota? Bring your questions and learn: Who decides who is eligible to apply for the U.S. program and how many people come every year; How resettlement has changed since 1980 when the Refugee Act was first signed; Who are the current groups coming to Minnesota with refugee status and how does the resettlement of humanitarian immigrants impact our state.

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. Identify important facts about the U.S. resettlement program that are often misunderstood.
2. Identify the many factors involved when someone has to flee their home.
3. Articulate the resettlement process in Minnesota, who is here and how federal policy affects our state.



Many Thanks!

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

Penny Brown * Andrea Echelberger * Patsy Egan * Marn Frank
Diane Hasner * Kristine Kelly * Jamie Kreil * Adam Kuehnle
Astrid Liden * Nicki Olaide * Lia Olson * Liddy Rich *
Stephanie Sommers * Tammy Twiggs



The organizers thank our excellent presenters for sharing their time and expertise. Thanks also to ATLAS staff members Gail Rutan and Marisa Squadrito Geisler for all conference arrangements and administrative support needed for this event!



Introducing Our Presenters

Elizabeth (Liz) Andress has 18 years of experience in ABE as an instructor, curriculum writer and trainer. She designed and facilitated MN ABE's professional development cohorts in adult career pathways course design and program development. She currently serves as curator of ATLAS's adult career pathways online resource library. liz@solbrack.com

Penny Brown has worked in ABE for twenty years and currently teaches Literacy, Math, and Technology classes in Shakopee. She holds licenses in Social Studies, Special Education, Reading Specialist, and Adult Basic Education." Penny is a member of the Language and Literacy Advisory Team and enjoys sharing literacy activities for classroom use. pbrown@swmetro.k12.mn.us

Nikki Carson teaches Advanced ESL and College Prep for ELLs at Open Door Learning Center-Lake St. She has been teaching in the ABE/adult ELL field since 2004. She holds an ABE license and MA in TESL. ncarson@mnliteracy.org

Erin Cary (she/her/hers) has been an ABE teacher and manager for ten years. Her MA ESL capstone addresses learner identity and self-advocacy. She is queer. erin@lyndale.org

Lindsey Cermak is the Numeracy Coordinator at ATLAS and leads Minnesota implementation of the CCR Math standards. Lindsey is also a GED Instructor with the Minnesota Literacy Council. lcermak01@hamline.edu

Andrea Echelberger is the ESL Training Coordinator at the Minnesota Literacy Council where she conducts professional development for teachers and volunteers throughout Minnesota. Andrea has worked with refugees and immigrants in St. Paul, MN for over 15 years, and served as an English Language Fellow for two years in Cambodia. aechelberger@mnliteracy.org

Patsy Egan, PhD, has been ATLAS Director since 2013. Patsy and her staff identify, plan, design, and evaluate the training and professional development needs of adult educators across the state. She holds a PhD in Education, Curriculum and Instruction, and an MA in English as a Second Language from the University of Minnesota. She is currently President of LESLLA, Literacy Education and Second Language Learning for Adults (www.leslla.org). More biographical info and recent publications available at www.hamline.edu/faculty-staff/patsy-egan/. egan02@hamline.edu

Patricia Fenrick has worked with diverse communities for over 17 years. Most of her career has focused on refugee and immigrant populations. She was the Executive Director for the refugee resettlement agency, World Relief Minnesota, worked in community development with immigrants for the City of Eden Prairie and oversaw the Human Rights and Diversity Commission. Patricia has been an adjunct professor for several local universities and teaches about social justice issues. She currently works for the Department of Human Services Refugee Programs Office in education, outreach and refugee workforce development. patricia.fenrick@state.mn.us

Kristine Kelly, MAEd, is the Literacy & English Language Arts Coordinator at ATLAS and leads Minnesota implementation of the CCR ELA standards. She frequently offers workshops and literacy coaching focused on reading, writing, and language development. In addition, she teaches STAR and academic literacy in the Robbinsdale Adult Academic Program. kkelly01@hamline.edu

Kris Klas, M.Ed., (they/their/theirs) received their ABE teaching license from the U of MN. They have been an ABE instructor since 2010 and recently transitioned to St. Paul Public Schools. kristin.klas@gmail.com

Adam Kuehnel is a low-level literacy instructor with the Minnesota Department of Corrections. His instructional focus is the development of rigorous materials for low-level adult learners. adam.kuehnel@state.mn.us

Jamie Kreil, PhD, (she/her/hers) is an ELL instructor at Cedar Riverside Adult Education Collaborative and Adjunct Faculty at Hamline University. Active in ABE since 2007, her work has focused on ABE credentialing and professional issues. jamie.l.kreil@gmail.com

Sheri Lear has been teaching adult English language learners at the Minnesota Literacy Council since 2011. She has taught both beginning and pre-beginning levels. Sheri holds a degree in Communicative Disorders from the University of Wisconsin - Madison and a graduate certificate in Adult ELL from Hamline University, where she is also working towards a master's degree in Teaching English as a Second Language. slear@mnliteracy.org

Lia Olson, PhD, has been an adult ELL instructor (St Paul Public Schools Adult Education) and curriculum designer for twenty years and an adjunct professor for the Teaching English as a Foreign Language program at Hamline University for four years. She is currently the Instructional Design Expert for Future Level 5 Second Edition (Pearson 2020) and a trainer for two OCTAE-sponsored projects, Teaching Skills that Matter in Adult Education and Implementing State-Adopted Challenging Content Standards. Dr. Olson is the author of the GED Teacher's Guides Bridging English Language Learners to GED Test Prep (New Readers Press, 2017) and the phonics-based reading series for adult ELLs What's Next? (New Readers Press, 2013). lia.conklin@spps.org

Liddy Rich has been an educator since 1992. The first half of her teaching career was primarily with third and fourth graders. She has worked in ABE for the past 12 years and currently teaches English, math, and STAR reading to adult immigrants in North St. Paul. lrich@isd622.org

Connie Rivera is a math consultant, providing math strategies and support to programs implementing the [College and Career Readiness Standards for Adult Education \(CCRSAE\)](#) in Connecticut and Massachusetts. As a consultant for the SABES numeracy team, Connie facilitates trainings and guides teachers in curriculum development. Connie is a past President of the [Adult Numeracy Network](#), the adult affiliate of the National Council of Teachers of Mathematics ([NCTM](#)), and is a LINCS national trainer for math and numeracy. Her workshops guide teachers through hands and minds-on experiences which allow them to uncover meaning and discover connections, and therefore act with increased confidence in their numeracy instruction. con2ward@aol.com

Abby Roza teaches multiple subjects in a one-room schoolhouse setting. She loves attending professional development, student ah-ha's, and popcorn. abbyaroza@gmail.com

Cynthia (Cindy) Secord has worked Metro North Adult Education for more than 10 years. She has taught ABE, ESL, digital literacy, and Career Pathways Courses. Cynthia.secord@ahschools.us

Stephanie Sommers earned her M.Ed. from the University of MN and entered the field of ABE in 1998. Since then she has worked in both large and small ABE programs teaching ESL, GED, Adult Diploma, TOEFL, citizenship, and work readiness. For the past 14 years, Stephanie has been a teacher with Minneapolis Adult Education, part of Minneapolis Public Schools. She is the current Writing Curriculum Lead and Adult Diploma Coordinator. She also serves as the Academic, Career and Employability (ACES) Coordinator for ATLAS at Hamline University. Stephanie.Sommers@mpls.k12.mn.us

John Trerotola is a social studies/ELA teacher in the Robbinsdale Adult Academic Program. He teaches GED, Adult Diploma, and college preparatory students. He has also had work experiences in the advanced ESL classroom. John has presented and co-presented on various topics regarding curriculum/lesson planning and CCRS implementation for the adult education classroom. John holds a Minnesota Secondary Social Studies Teaching License and has a BA and MA in History. john_trerotola@rdale.org

Heather Turngren (she/her/hers) is a teacher and Distance Learning Coordinator for Minneapolis Adult Education. She also works with ATLAS as a facilitator for Career Pathways Professional Development. Heather has taught a wide variety of ABE classes including all levels of ELL, pre-GED and GED level writing and reading classes, citizenship, and many of the career pathway courses. Heather has a M.Ed. in Education from the University of Minnesota-Twin Cities and an Adult Basic Education teaching license. heather.turngren@mpls.k12.mn.us

Linda Uscola, M.Ed., taught high school German before teaching all levels of ESL for the past nine years in Park Rapids, MN. Since 2016 she has been involved with CCRS implementation through cohorts, table coaching, and as an ELA Foundations presenter. luscola@nwservice.org or luscola@parkrapids.k12.mn.us

Jen Vanek, PhD, works to better understand the difficulties faced by migrant, refugee, and immigrant adults (and other other adult learners) confronted with technological ubiquity in economically developed countries. Her work at World Education includes provision of professional development and technical support and conducting research on the topics of digital literacy, adult learning, English language learning, and online learning. Jen directs the IDEAL Consortium, a community of practice for state-level leaders of WIOA Title 2 funded programs; she also plans and implements field testing of promising new learning technologies. jen_vanek@worlded.org

Susan Wetenkamp-Brandt has been working with technology and online learning in ABE for over 15 years. She provides training, technical support, and consultation to ABE practitioners on best practices in technology integration, digital literacy, and distance learning. She oversees distance learning and digital literacy instruction at Literacy Minnesota's six Open Door Learning Centers and is the current President of Literacy Action Network. swbrandt@mnliteracy.org

Jeffrey Wigren is a Returned Peace Corps volunteer who served in Bolivia, before finishing a Master's degree in Maternal/Child Health at the University of Minnesota School of Public Health. He has worked internationally on child welfare and permanency planning and most recently led and managed outpatient services for Medical Assistance recipients in Minnesota with a chronic condition. Mr. Wigren received a Teaching English as Foreign Language Certificate from Hamline University in 1993. jeffrey.d.wigren@2020census.gov

Christine Wytaske works for two ABE programs: Metro South ABE (ESL Lead/Coordinator) and Robbinsdale's Adult Academic Program (ESL Instructor). Christine has worked in ABE for about 10 years and has taught a variety of classes including STAR, Advanced-level ESL, GED open lab, as well as managed DL courses. Christine has co-facilitated CCRS Foundations at Summer Institute and Language & Literacy Institute. Christine has also co-facilitated the CCRS ELA Cohort. Christine holds a M.Ed in ESL from Hamline University in Saint Paul. cwytaske@isd271.org

Heather Yee has taught with Minneapolis Adult Education for more than 10 years. She has taught ELL, Writing, ABE Reading, and career pathway classes. She is currently helps MPS AE teachers use promising practices to blend technology into their instruction. heather.yee@mpls.k12.mn.us