CoTESOL 35th Annual Fall Convention and Exhibition

November 11-12, 2011
Red Lion Hotel Denver Southeast

“35 Years and Beyond: Creating, Connecting, Crafting”

Plenary Speakers: Maggie Sokolik / Randi Reppen / Douglas Biber / Andrea DeCapua / Helaine Marshall / Peter Sokolowski

Over 120 Sessions: Papers / Demonstrations / Discussions / Panels / Poster Sessions / Workshops / SIG Forums / Publisher Sessions

Publisher Exhibits / Publisher Raffle / Networking / Luncheons / Live Entertainment with Santemu / $90 Special Hotel Rates (includes breakfast for 2...call 800.Red.Lion)

Submit your “Early Bird” registration by MAIL (with check) or ONLINE (with credit card) at:
http://www.colorado.edu/iec/cotesol
“Early Bird” Deadline: October 15, 2011
Welcome to the 35th Annual Colorado TESOL Convention! We are happy that you can join us and hundreds of your colleagues at the Red Lion Hotel Denver Southeast to engage in this year’s convention.

CoTESOL’s 2011 convention features over 100 sessions ranging from discussions to papers to workshops to demonstrations. This year’s array of high-quality sessions covers the spectrum of the TESOL world and the latest trends in our field. In addition, CoTESOL Special Interest Groups (SIGs) are sponsoring forums, publishers have extensive exhibits, and coffee breaks offer opportunities for networking. The plenary and keynote speakers are six prominent members of our profession: Maggie Sokoli, Andrea DeCapua, Helaine W. Marshal, Doug Biber, Peter A. Sokolowsk, and Randi Reppe.

Friday’s luncheon provides a time to catch up with colleagues, and Saturday’s includes our annual business meeting and awards ceremony. The ever-popular publishers’ raffle with a cash bar and complimentary light snacks is Friday at 4:30. After that, there will be an exciting performance by multi-talented Santemu Aakhu, African story-teller and musician, on Friday from 5:30-6:15 in Jefferson Grand Ballroom.

Organizing and hosting a conference takes hard work. For much of this effort we would like to thank the CoTESOL Board of Directors. Special thanks go to Publishers’ Liaison Ruth Moore for arranging the publishers’ displays, to our new Online Newsletter Editor Hilario Benzon for keeping us informed, and to Executive Secretary Larry Fisher for doing so much to make our conference and our organization successful. Thanks, too, to our wonderful volunteers for making this event run smoothly, to the presenters for enthusiastically sharing their expertise, and to all of you for attending!

Don’t forget that the conversations and connections that are made here in Aurora can continue after the conference.

We hope you have a great conference!

Warm regards,

Erin Kimmel
2011 CoTESOL 2nd VP
Program Chair

Christine A. deines
2011 CoTESOL President
Convention Co-chair

Shannon Svaldi
2011 CoTESOL 1st VP
Convention Co-chair

CoTESOL, 63 UCB, Boulder, CO 80309-0063
Tel: (303) 735-4234 Fax: (303) 492-5515 Web: http://www.colorado.edu/iec/cotesol
CoTESOL 2011 Convention at a Glance

On-site Registration
[Lobby]
   Friday         7:45 am – 3:00 pm
   Saturday       7:45 am – Noon

Publisher’s Exhibit
[Arapahoe/Douglas]
(Coffee and breakfast rolls served until noon)
   Friday         8:00 am – 6:00 pm
   Saturday       8:00 am – Noon

Live Entertainment with Santemu
[Jefferson]
   Friday         5:30 pm – 6:15 pm

Friday Morning: Nov 11

Plenary
[Jefferson]    8:45 am – 10:00 am
Concurrent Sessions
9:15 am – Noon
Plenary
[Jefferson]    10:15 am – Noon
Luncheon
[Colorado]     Noon – 1:15 pm

Friday Afternoon

Plenary
[Jefferson]    1:30 pm – 2:15 pm
Poster Sessions
1:30 pm – 2:15 pm
[lobby]
Concurrent Sessions
1:30 pm – 4:15 pm
Publisher’s Raffle
4:30 pm – 5:15 pm
[Arapahoe]
Live Entertainment
5:30 pm – 6:15 pm
[Jefferson]

Saturday Morning: Nov 12

Plenary
[Jefferson]    8:45 am – 10:00 am
Concurrent Sessions
9:15 am – Noon
Awards Luncheon  Noon – 1:15 pm

& Annual Business Meeting
[Colorado]

Saturday Afternoon

Plenary
1:30 am – 2:15 pm
Concurrent Sessions
1:30 pm – 3:15 pm

PLENARY
“Getting Past ‘Wow!’: Assessing Classroom Technology”
Maggie Sokolik
[Friday, 8:45 – 10:00 am, Jefferson]

PLENARY
“Cultural Perspectives: Students with Interrupted/Limited Education”
Andrea DeCapua  Helaine W. Marshall
[Friday, 10:15 am – Noon, Jefferson]

PLENARY
“Corpus Linguistics and Language Teaching”
Doug Biber
[Friday, 1:30-2:15 pm, Jefferson]

PLENARY
“From Inkwel to Internet: Dictionaries in America”
Peter A. Sokolowski
[Saturday, 8:45 – 10:00 am, Jefferson]

PLENARY
“Applying Corpora Research to the Language Classroom”
Randi Reppen
[Saturday, 1:30 – 2:15 pm, Jefferson]

President—Christine Deines
Convention Chair—Shannon Svaldi
Program Chair—Erin Kimmel
Publishers’ Liaison—Ruth Moore
Registration—Larry Fisher
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<tr>
<th>ROOM</th>
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<td>Jefferson</td>
<td><strong>PLenary</strong></td>
<td><strong>Joint Plenary / Content Area and Secondary Ed SIG Forums</strong></td>
<td><strong>Get Ready to Share What You know!</strong></td>
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<td>Getting Past “Wow!”: Assessing Classroom Technology</td>
<td>Cultural Perspectives: Students with Interrupted/Limited Education</td>
<td>Elizabeth Crockett</td>
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<td>Maggie Sokolik</td>
<td>Andrea DeCapua Helaine W. Marshall</td>
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<td>Jefferson</td>
<td><strong>9:15-10:00</strong></td>
<td><strong>Follow the Standards to Quality Teaching</strong></td>
<td><strong>Immigration Issues for Educators</strong></td>
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<td>From Teaching to Training</td>
<td>Jane Miller</td>
<td>Lee Ann Gott Kathy Bouger Jordan Garcia</td>
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<td>Deborah Ferris</td>
<td>AL, PA, GA</td>
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<td>Boulder</td>
<td><strong>10:15-11:00</strong></td>
<td><strong>How to Keep It Hopping</strong></td>
<td><strong>Low-Tech Creative Crafts for the Literacy-Level Classroom</strong></td>
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<td>Using Popular Songs to Teach Grammar Concepts</td>
<td>Brenda Fox</td>
<td>Kate Goodspeed</td>
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<td>Jayne Loomis Evelyn Pierro</td>
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<td>Cherry/Plum</td>
<td><strong>11:15-12:00</strong></td>
<td><strong>Multiple Assessments in the Classroom: An Alternative to Standardized Testing</strong></td>
<td><strong>Planning: A Lot’s Changed Since College!</strong></td>
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<td>Getting Grammar Concepts</td>
<td>Najiya Musbah</td>
<td>Jennifer Duarte Tiffany Trujillo Cheryl Corpus</td>
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<td>Conifer</td>
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<td>Trouble Abroad, Trouble at Heart</td>
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<td>Amanda Pawelski</td>
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<td>Oral Language Development Through Interactive Activities</td>
<td>Jane Miller</td>
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<td>Parker</td>
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<td><strong>Using Microsoft Excel in ESL Classes</strong></td>
<td><strong>Best Practices in Grammar Teaching</strong></td>
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<td>15 Ways to Engage Mixed-ability Students Simultaneously</td>
<td>Stephanie Lawton</td>
<td>Randi Reppen</td>
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<td>Irene Schoenberg</td>
<td>AE, PA, GA</td>
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<td>Ardith Loustalet</td>
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<td>West A</td>
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<td><strong>Preparing Teachers to Work Effectively with ELLs</strong></td>
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<td>Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Classrooms</td>
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<td>West D</td>
<td><strong>Vocabulary Integration Activities</strong></td>
<td>Sarita Crawford Gloria Gleave</td>
<td><strong>Vocabulary Selection: What, Why, and How</strong></td>
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<td>Arapahoe /</td>
<td><strong>Publishers’ Exhibits</strong></td>
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<td>Douglas</td>
<td>(Coffee Breaks – 7:30 a.m. to 12:00 noon)</td>
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| Adult Education (AE), Bilingual Education (BE), Computer-Assisted Language Learning (CALL), Elementary Education (EE), Program Administration (PA) , Secondary Education (SE), General Audience (GA), Intensive English Programs / Higher Education (IEP / HE), Teacher Education / Action Research (TE / AR), Content Area (CA)
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<tr>
<td>Jefferson</td>
<td>PLENARY</td>
<td>Socio-Political Forum</td>
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<td>Corpus Linguistics and Language Learning</td>
<td>Higher Education Access Alliance (HEAA) and the Colorado ASSET Campaign</td>
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<td>Doug Biber</td>
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<td>Boulder</td>
<td>Creating Discipline-Specific Workshops in the IEP</td>
<td>Surviving Academically in an L1 World</td>
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<td>Elaine Steneck</td>
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<td>(Publisher Session-CTB/McGraw-Hill)</td>
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<td>Cherry/Plum</td>
<td>Getting to the Future With Online English Language Proficiency Assessment</td>
<td>Sidestepping Adult ELL Performance Anxiety</td>
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<td>Gail Carpenter</td>
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<td>Conifer</td>
<td>&quot;Off the Wall&quot; Word Wall Activities</td>
<td>Discussing the IELTS Test: Impacts and Test Preparation</td>
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<td>Nancy Berry</td>
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<td>Evergreen</td>
<td>Undergraduate Excellence: Building the Bridge for First Year Success</td>
<td>Exploring the IPAD's Classroom Potential</td>
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<td>Sheryl D. Meyer</td>
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<td>Golden</td>
<td>Effective Practices for Multilingual Students with Autism</td>
<td>Six Creative Ways to Review the Material</td>
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<td>Barbara J. Dray, Ph.D.</td>
<td>Joy Grabiner</td>
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<td>Powerpoint Empowers</td>
<td>13 Language Activities Integrating Art and Music</td>
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<td>Practical Language Experience for Adult ESL and ABE</td>
<td>Adult Ed SIG Forum</td>
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<td>Connie Davis</td>
<td>Workforce Preparation for Adult Learners</td>
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<td>Q Skills for Success</td>
<td>Creating and Connecting Successful Secondary ELL Programs</td>
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<td>Debra Daise</td>
<td>Bonnie Scudder</td>
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<td>Charl Norloff</td>
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<td>Diane Johnson</td>
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<td>West B</td>
<td>Teacher Talk and L2 Learners' Comprehension</td>
<td>Evaluating Rigor: Are They Prepared for Academics?</td>
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<td>Jenia Ivanova</td>
<td>Chris Tombari</td>
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<td>Effective Strategies for Teaching Oral Presentation Skills</td>
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<td>Narrative Writing for English Learners Studying Abroad</td>
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Adult Education (AE), Bilingual Education (BE), Computer-Assisted Language Learning (CALL), Elementary Education (EE), Program Administration (PA), Secondary Education (SE), General Audience (GA), Intensive English Programs / Higher Education (IEP / HE), Teacher Education / Action Research (TE / AR), Content Area (CA)
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| Jefferson     | **PLENARY** From Inkwell to Internet: Dictionaries in America<br> Peter Sokolowski | **Encouraging English Language Learning Through Student Interviews<br> Kay Taylor<br> AE, SE, GA**<br> **Newcastle/Princeton**<br> **8:00-9:15**<br> **Encouraging English Language Learning Through Student Interviews<br> Kay Taylor<br> AE, SE, GA**<br> **Newcastle/Princeton**<br> **8:00-9:15**<br> **Encouraging English Language Learning Through Student Interviews<br> Kay Taylor<br> AE, SE, GA**<br> **Newcastle/Princeton**<br> **8:00-9:15**<br> | **Successful School-Wide Practices for Multilingual Learners<br> Kara Mitchell<br> Honorine Noyon<br> Barbara Dray<br> Tracy Keenan<br> IEP/HE<br> GA**<br> **Cherry/Plum**<br> **10:00-11:00**<br> **Successful School-Wide Practices for Multilingual Learners<br> Kara Mitchell<br> Honorine Noyon<br> Barbara Dray<br> Tracy Keenan<br> IEP/HE<br> GA**<br> **Cherry/Plum**<br> **10:00-11:00**<br> **Successful School-Wide Practices for Multilingual Learners<br> Kara Mitchell<br> Honorine Noyon<br> Barbara Dray<br> Tracy Keenan<br> IEP/HE<br> GA**<br> **Cherry/Plum**<br> **10:00-11:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> **Newcastle/Princeton**<br> **11:15-12:00**<br> | **Newcastle/Princip
Saturday, November 12 Afternoon Sessions at a Glance

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| Jefferson     | **PLENARY**  
Applying Corpora Research to the Language Classroom  
Randi Reppen |
| Boulder       | **Scaffolding Instruction for English Language Learners**  
Nadia Bourouba  
BE, SE, IEP/HE |
| Cherry/Plum   | **ELLs with Limited Prior Schooling: Six Instructional Guidelines**  
Andrea DeCapua  
Helaine Marshall  
AE, SE |
| Conifer       | The Transformation to a Multi-cultural Student  
Patricia Johnson  
Rebecca Fisher  
Andrea Feldman  
GA, IEP/HE |
| Evergreen     | **Critical Thinking/Metaphors in the Real World**  
Ranee Cervania  
AE, GA, IEP/HE |
| Golden        | Making Content Comprehensible with the SIOP Model  
Cristina Hernandez  
(Publisher Session-PEARSON School Achievement Services) |
| Parker        | Creating an Entrepreneurial Adventure in Business English  
Glenna Tibbetts  
IEP/HE |
| Spruce        | A Critical Glimpse at L2 Writing Instruction  
Michael Regan  
LE, IEP/HE, GA |
| West A        | Promoting Literacy Learning via Virtual Literature Circles  
Su Chia-Chun  
Chen Bo-An  
Feng Yu-Lin  
BE, CALL, IEP/HE |
| West B        | **Spelling Strategies**  
Elizabeth Schroeder  
Meredith Folley  
AE, AL, SE, GA, IEP/HE |
| West C        | Meets Expectations - Good Enough?  
Margaret Gough  
Nancy Berry  
PA, GA, IEP/HE |
| West D        | Changing the DNA of Cross-Cultural Training  
Randall Davis  
AE, SE, IEP/HE |
| West E        | Techniques That Improve Written Comprehension and Comprehensibility  
Jean Louise Ferguson  
SE, GA, IEP/HE |

**Adult Education (AE), Bilingual Education (BE), Computer-Assisted Language Learning (CALL), Elementary Education (EE), Program Administration (PA), Secondary Education (SE), General Audience (GA), Intensive English Programs / Higher Education (IEP / HE), Teacher Education / Action Research (TE / AR), Content Area (CA)**

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Professional Development Credit Available to Attendees

All attendees will receive certificates of attendance for Professional Development Hours. In addition, interested attendees may register on site for a credit option through the University of Colorado Denver. This year, there are two credit options: Continuing Education Units (1.5 CEU, $48) OR Graduate Credit (1 credit in Culturally and Linguistically Diverse Education, $58). A UCD advisor will be available at the Registration Desk to assist with options and registration.

**Registration Form for 1.5 Continuing Education Units (CEUs) through the University of Colorado Denver**
**Registration Form for 1 graduate credit in Culturally and Linguistically Diverse Education (CEUs) through the University of Colorado Denver**

**CONVENTION AWARDS AND SCHOLARSHIPS**

CoTESOL is seeking nominations and applications for the following convention awards and scholarships. Application information is available from the CoTESOL website: [www.colorado.edu/iec/cotesol](http://www.colorado.edu/iec/cotesol)

- The Virginia French Allen Award for Excellence in Teaching
- The Gladys Doty Award for Outstanding Contribution to the Profession
- The Howard Morarie Memorial Scholarship
- Convention Travel Grants
- Convention Registration Scholarships
- D. Scott Enright Professional Development Grant
- Student Scholarship Support Grant
CoTESOL Plenary
Friday, November 11, 2011 | 8:45- 10:00 AM | Jefferson

Getting Past “Wow!”: Assessing Classroom Technology

**ABSTRACT:**
In this interactive presentation, we will discuss ways to get past the “wow” factor of new technologies, and assess the educational value of Web 2.0 tools and mobile applications. Participants will use a rubric to evaluate and categorize websites and apps. We will discuss ways to customize the online educational experience and eliminate advertising from sites used with students.

**BIO:**
Maggie Sokolik received a Ph.D. in Applied Linguistics from UCLA, and teaches College Writing Programs at UC Berkeley. She’s written over twenty textbooks, and several video projects. She’s the editor of TESL-EJ, and travels frequently to speak about grammar, writing, technology, and teacher education, most recently to India and Mexico.

SPONSORED BY: Heinle

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CoTESOL Plenary
Friday, November 11, 2011 | 10:15 – 12:00 PM | Jefferson

Cultural Perspectives: Student with Interrupted/Limited English

**ABSTRACT:**
Students with Interrupted / Limited Education (SLIFE) face numerous challenges: learning English, developing literacy skills and participating in Western-style schooling. These learners are often viewed from a deficit perspective. We take a cultural perspective and examine how SLIFE have a different, culturally based learning paradigm which differs in three major ways from the U.S. model of Western-style schooling: (1) orality versus literacy; (2) collectivism versus individualism; and (3) pragmatic ways of thinking versus academic ways of thinking. We examine each and describe our instructional model, the Mutually Adaptive Learning Paradigm (MALP), designed to create an optimal learning climate for SLIFE.

**BIOs:**
Andrea DeCapua is Associate Professor of Multilingual, Multicultural Studies in the Graduate School at The College of New Rochelle. She specializes in teacher training in two different areas: working with English language learners (ELLs) with limited or interrupted formal education, and in developing intercultural awareness for classrooms in a global society.

Helaine W. Marshall is Director of Language Education Programs and Associate Professor of Education at the Hudson Graduate Center of Long Island University at Westchester, where she teaches courses in TESOL, Linguistics, and Multicultural Education. Her research interest include bilingual adult literacy, nontraditional approaches to the teaching of grammar and online language teacher education.

SPONSORED BY: University of Michigan Press

CoTESOL Secondary Education and Content Area SIGs
Corpus Linguistics and Language Teaching

**ABSTRACT:**
This talk provides an overview of the research methods and goals of corpus linguistics, illustrating the kinds of analysis that are conducted from this perspective, and the surprising findings that emerge from corpus-based research (with case studies taken from the Longman Grammar of Spoken and Written English and from a study of American university discourse). These case studies further illustrate the unreliability of intuitions and the centrality of register for descriptions of language use. In conclusion, the talk discusses pedagogical implications of corpus-based research.

**BIO:**
Doug Biber is Regent’s Professor of English (Applied Linguistics) at Northern Arizona University. Beginning with his involvement in adult education programs in Kenya and Somalia, followed by faculty appointments at USC and NAU, he has been actively training language teachers and professionals for over 30 years. Over the past few decades, Biber has focused especially on the question of how corpus linguistics research can be applied to the description of everyday language varieties (‘registers’), and how those research findings can in turn be applied to English Language Teaching. These research efforts have resulted in several major publications that are of immediate relevance to ELT professionals, including a textbook on *Register, Genre, and Style* (Cambridge, 2009), the co-authored *Longman Grammar of Spoken and Written English* (1999), the college level *Longman Student Grammar of Spoken and Written English* (2002), and a recent ESL grammar textbook published by Longman: *Real Grammar* (Conrad and Biber, 2009).

**SPONSORED BY:** Pearson

From Inkwell to Internet: Dictionaries in America

**ABSTRACT:**
Have you ever wondered how a word gets into the dictionary? Why American English is spelled differently from British English? How dictionaries are making the transition to the Internet? The story of dictionaries in America begins with NoahWebster’s textbooks and dictionaries and continues today with some of the busiest reference sites on the Web and dictionaries made specifically for English language learners. Details about famous editions and the trends of the most looked-up words online will be discussed, with time for questions about dictionaries, definitions, and usage.

**BIO:**
Peter A. Sokolowski joined Merriam-Webster in 1994. He has worked on several best-selling dictionaries including *Merriam-Webster’s Collegiate Dictionary, Eleventh Edition*, is featured in videos and podcasts about language at Merriam-Webster.com, and represents Merriam-Webster as a lecturer and pronouncer for spelling bees worldwide. He has an M.A. from the University of Massachusetts.

**SPONSORED BY:** Merriam-Webster
### Applying Corpora Research to the Language Classroom

**ABSTRACT:**
During the last several years, there has been an increased interest in using corpus research to inform language teaching decisions, and in using corpora as a resource in the language classroom. This presentation will provide numerous concrete examples of how information from corpora can be used to inform and guide instruction and how corpora can serve as a resource for materials development. In addition to specific examples for teaching vocabulary and grammar, resources that are available, and general guidelines that can be used in a variety of different contexts will also be provided.

**BIO:**
Randi Reppen is Professor of Applied Linguistics and TESL at Northern Arizona University (NAU). She has extensive ESL and teacher training experience, including directing NAU’s Intensive English Program. Randi is the author of *Using Corpora in the Language Classroom* and an author of the series *Grammar and Beyond*, both published by Cambridge University press.

**SPONSORED BY:** Cambridge University Press
Let’s Demystify Action Research

**ABSTRACT:** Have you ever engaged in self-reflection after your lesson? Have you ever wanted to find out why a particular lesson went well...or didn’t? Research doesn’t just have to be something you publish in *TESOL Quarterly*. It can have immediate benefits to you and your colleagues’ work. It can make your job even more interesting in the larger picture. Come listen to and ask questions of our panel, representing traditional research and instructors who have engaged research, to learn more about conducting classroom research as we try to demystify the process. Bring your fears...bring your ideas.

**PRESENTERS:**

David Bailey, Ph.D., Director of Institutional Research, Community College of Aurora. David Bailey, Ph.D., is the Director of Institutional Research at the Community College of Aurora. Dr. Bailey previously worked in Institutional Research in Texas. He is also on the adjunct faculty at CCA. David.Bailey@CCAurora.edu

Gaye Horne joined the staff of Spring Institute in June 2008 as the Community ESL Program Manager. In her previous life she was an English Language Acquisition Coordinator, Kentucky State Migration and Refugee Resettlement Education Coordinator and Director of Catholic Charities Refugee School. She has written online classes for Verizon’s Thinkfinity and she worked as an interim EvenSTART Coordinator in El Paso, Texas. ghorne@springinstitute.org

Barbara M. Medina, Ph.D, is a career educator in Colorado, working in policy, research and practice as a teacher, K-12 administrator, professor and department chair in teacher preparation, and assistant commissioner of education at the state level. From the beginning of her career as a migrant family coordinator in the fields of southeast Colorado, Dr. Medina has continued to focus on academic access, opportunity and success for all students, especially those students who are culturally and linguistically diverse. medina_b@cde.state.co.us

Barbara Sample has an MA in Languages and Literature (Teaching English as a Foreign Language) and a BA in Sociology. She was the first president of CoTESOL and is active in RESULTS, a citizen advocacy group. Ms. Sample has lived and traveled extensively in Europe, Southeast Asia, the Middle East, and most recently China and Mongolia. bsample@springinstitute.org

Chris Tombari, M.A., is the Chair of ESL Department at the Community College of Aurora. He has worked extensively with Adult English Language Learners since 1993 in instruction, curriculum and program design, and teacher training. Christopher.Tombari@CCAurora.edu
ABSTRACT:
Every year, high achieving high school students drop out of Colorado schools because they are unable to afford higher education. The cost of attending college for these students is up to five times higher than for their peers for one reason -- they are undocumented. The Higher Education Access Alliance (HEAA) exists to build support for a state policy - Colorado ASSET- that would allow all Colorado high school graduates to pay in-state tuition rates at Colorado colleges and universities. Twelve states currently allow their undocumented immigrant high school graduates to access higher education at affordable tuition rates if they meet certain criteria. Our goal with this presentation is to enhance our network of concerned teachers, parents, administrators and community members willing to reach out to their others about the need to address the cost of college for our undocumented students.

Following the HEAA presentation, there will be a panel discussion with leading advocates on both sides of the issue engaging in an open dialogue about tuition equity for undocumented students.

PRESENTERS:
The Higher Education Access Alliance (HEAA) is a statewide organization committed to expanding access to higher education for undocumented high school graduates through in-state tuition rates.
**CoTESOL Adult Education SIG Forum**  
Co-Chairs: Katie Collins & Rita Berberian

Friday, November 11, 2011 | 10:15 – 12:00 PM | Spruce Room

### Workforce Preparation for Adult Learners

**ABSTRACT:**
Finding work, getting a better job, or keeping the job they have is consistently cited as one of the greatest concerns of most students in Colorado adult English classes. This year’s Adult Education SIG forum will, therefore, address the most pressing need of the majority of adult English learners: employment. Our speakers come from a variety of private, public, and governmental organizations to discuss what a learner needs to know to succeed in today’s difficult job market. Speakers will describe community resources and programs available to adults residing in Colorado to better prepare them for the workplace. Teachers can benefit from attending by getting ideas of what to teach as well as where to send students for more specific job skill training.

**PRESENTERS:**
- Caitlin Andrews, Mi Casa Resource Center
- Rachel Graci, Spring Institute for Intercultural Learning
- Kim Hosp, Emily Griffith Opportunity School
- Jane Miller, Colorado Department of Education
- Amanda Wiese, Denver Public Library
Classroom Collaboration and Management through Modern Technology

**Andrea Feldman: Assessing Student Learning with Digital Media**

How can we create an environment in which students learn, assess their own learning, and determine whether or not they have achieved that learning? This presentation will address the difference between different types of knowledge, and give participants tools for implementing social media and digital literacy to address these concepts.

**YuLin Feng: Teachers’ Perceptions about the Use of Technology**

This study is aimed to explore the perceptions of technology among ESL teachers in intensive English programs. Twelve ESL teachers were interviewed to address the following research question. How do ESL teachers perceive technology integration and their roles in their English classroom? Pedagogical implications and various technology tools are discussed.

**Kirsten Sturm: Crossover To “New” Technology in the ESL Classroom: The Use of the Livescribe Smart Pen Among ESL teachers and ESL Learners in intensive English programs.**

The Livescribe smart pen is a Montblanc-size computer with advanced processing power, audio and visual feedback, as well as substantial memory for handwriting capture, audio recording, and additional applications. This study explores scientific evidence demonstrating the effectiveness of the smart-pen technologies for improving teaching and learning in the ESL classroom. This presentation is aimed at the benefits learning support, and uses of the Livescribe smart pen for ESL learners and for teachers.
ABSTRACT:
We know from research and experience that the number one school-based factor most directly tied to student achievement is the quality of the student’s teacher. We also know that great leadership makes a difference in producing strong and sustained positive outcomes for students. This session will discuss the key elements of the CO statewide educator evaluation system, as outlined in S.B. 10-191. The purpose of the evaluation system is to increase the effectiveness of educators through relevant, actionable feedback that leads to ongoing professional growth and increased outcomes for students. The session will answer where the state is in the implementation, what challenges there are to the roll out and how you can get engaged in the process.

PRESENTERS:
Dr. Margaret Crespo is currently serving as the Director of Secondary Education for Thompson School District. Her career spans 20 years as a teacher, counselor, assistant principal and principal. She is a member of the State Council on Educator Effectiveness.

Kerrie Dallman is a high school social studies teacher and is currently representing over 500 licensed teachers as President of the Jefferson County Education Association. She is a member of the State Council on Educator Effectiveness.

Angela Baber is currently serving as the Educator Effectiveness Director for the Colorado Legacy Foundation where she works with and supports the state of Colorado in implementing comprehensive and nationally touted teacher and leader education effectiveness legislation.

Katy Anthes, Ph.D. is Colorado Department of Education’s (CDE) new Executive Director of Educator Effectiveness and will lead CDE’s efforts to recruit, prepare, evaluate, support and retain highly effective educators. An immediate priority is ensuring the successful implementation of the state’s educator evaluation and development system, pursuant to Senate Bill 10-191.
“35 Years and Beyond: Creating, Connecting, and Crafting”
Friday, November 11 – Saturday, November 12

Presentation Abstracts

FRIDAY, NOVEMBER 11  PLENARY
8:45 – 10:00

Getting Past “Wow!”: Assessing Classroom Technology

In this interactive presentation, we will discuss ways to get past the “wow” factor of new technologies, and assess the educational value of Web 2.0 tools and mobile applications. Participants will use a rubric to evaluate and categorize websites and apps. We will discuss ways to customize the online educational experience and eliminate advertising from sites used with students.

Maggie Sokolik  University of California Berkeley
sokolik@berkeley.edu

FRIDAY, NOVEMBER 11
9:15 – 10:00

From Teaching to Training

A skilled language teacher has much to offer new or less experienced teachers, yet may find the pathway into language teacher education insufficiently signposted. The presenter will identify issues that commonly occur when making the transition from teacher to trainer and generate discussion as to how to resolve them.

Deborah Ferris  University of New South Wales, Australia
d.ferris@unswglobal.unsw.edu.au

Music in the classroom energizes all students and provides auditory learners with the access they need. This presentation will show how popular songs can be utilized to teach and reinforce a variety of grammatical structures. Participants will leave with a list of song choices and worksheets to use with students.

Jayne Loomis  IEP at CSU
jaynel@mail.colostate.edu
Evelyn Pierro  IEP at CSU
evelynpierro@comcast.net

Multiple Assessments in the Classroom: An Alternative to Standardized Testing

The study was conducted in Libya to gain insight into the challenges for teachers who are teaching English. The major assessment in Libya is through standardized testing which does not provide the best assessment for all students. This study was conducted through observing two classrooms in a school in Libya.

Najiya Musbah  University of Colorado Denver
hnayat_1080@yahoo.com

Trouble Abroad, Trouble at Heart

Whether due to war or the death of a family member, many students are overwhelmed by personal turmoil. How can teachers meet the needs of students suffering from unrest? Students’ experiences will be used as a basis for discussing the importance of building connections in the pursuit of academic success.

Amanda Pawelski  IEP at CSU
Oral Language Development Through Interactive Activities

Oral language development is the key to academic success. We have developed materials to strengthen language development for ESL children at different stages of language acquisition. These materials are aligned with WIDA standards. We will demonstrate the variety of uses of these materials for application in your classroom.

Mary Weber  Jeffco Schools
mweberhome@msn.com

15 Ways to Engage Mixed-ability Students Simultaneously

Realizing that students in almost all English language classes have mixed abilities, the presenter will demonstrate 15 different tasks that will allow students in a grammar class to work at their own level. The session will be interactive and teachers will be able to implement these techniques immediately.

Irene Schoenberg  Pearson
cindy.dodgion@pearson.com

Beginning Process Writing

Adult learners need "process writing" long before the five-paragraph essay. This session highlights a simple process for beginning writers: planning, text generation, revision. Using the CASAS Functional Writing Assessment rubric, prompts, and a long-term plan for practice, ESL teachers can offer low-level learners confident steps to true writing competence.

Ardith Loustalet  NCPDC
ardith.ncpd@gmail.com

Thought Bubbles: A Shortcut in Teaching Pragmatics

This demonstration shows teachers how to raise students’ pragmatic awareness in the classroom by taking the mental dialogue of participants in a cross-cultural exchange and making it visible to observers by projecting their thoughts directly above their heads on a screen using thought bubbles in a slide presentation.

Eric M. Honnen  SIT Graduate Institute
eric.honnen@mail.sit.edu
Amro H. AbouAlAwar  SIT Graduate Institute
amro.aboualawar@mail.sit.edu

Writing, Technology, and Corpus Linguistics

This presentation uses technology and corpus research to enhance writing instruction. Through examples of web-based modules that are designed to address particular aspects of writing instruction (e.g., topic selection, writing conventions, evaluating sources), the audience will be provided with examples and resources for developing program-specific modules for writing instruction.

Randi Reppen  Northern Arizona University
randi.reppen@nau.edu

University Level: What Were They Expecting?

Students entering universities after completing English programs often face unexpected issues in the U.S. classroom culture. This presentation will look at classroom scenarios and demonstrate ways English programs can better prepare international students through in-class activities/projects or short workshops. Activities and suggestions for project/workshop designs and host partnership communication included.

Sara Holzberlein  Spring International Language Center
sholzberlein@yahoo.com

Modeling Work Values for Limited English Speakers

Extremely limited English language learners can learn to become valuable employees! WorkWise, a four-week course
focused on basic building blocks of American work culture, helps refugees and immigrants develop skills including dexterity, sorting, organizing, critical thinking, and understand values such as timeliness, sense of urgency, customer service, and being detailed.

Barbara Sample  Spring Institute for Intercultural Learning  bsample@springinstitute.org
Suzanne Saenz  Spring Institute for Intercultural Learning  ssaenz@springinstitute.org
Rachel Graci  Spring Institute for Intercultural Learning  rachelgraci@springinstitute.org
Donna Kapp  Spring Institute for Intercultural Learning  donnajkapp@gmail.com

FRIDAY, NOVEMBER 11
10:15 – 11:00
FRI., NOV. 11, 2011  10:15-11:00  BOULDER
DEMONSTRATION  AE, PA, GA

Follow the Standards to Quality Teaching

Many people think they know good teaching when they see it, but now the specific characteristics have been identified and published in the new Colorado Department of Education Standards of Quality for Adult Education Programs in Colorado. Come review two of the standards: Instruction and Learner Support and Retention.

Jane Miller  Colorado Department of Education  miller_j@state.co

How to Keep It Hopping

Fast-moving games and motivational strategies that keep students engaged while supporting language learning will add jazz to your teaching style! Take-home materials will be provided!

Brenda Fox  Community College of Aurora  brenda.fox@ccaurora.edu

Using Microsoft Excel in ESL Classes

Using Excel can make some tasks quicker and easier to accomplish, and it’s not hard to learn. How can you utilize Excel in your ESL classes? Presenter will demonstrate how to make charts and graphs, do computations, and use Mail Merge with Excel data to create reports, letters, and labels.

Stephanie Lawton  Community College of Aurora  stephanie.lawton@ccaurora.edu

Planning: A Lot’s Changed Since College!

Teachers move through interactive stations to create a unit or lesson that includes 21st century skills (collaboration, critical thinking, communication) and engagement strategies to meet the needs for ESL learners in all classrooms.

Jennifer Duarte  Eagleview Middle School, District 20  jenniferjduarte@gmail.com
Tiffany Trujillo  Wasson High School, District 11  tiffrujillo@yahoo.com
Cheryl Corpus  Mountain Vista Community School, Harrison District 2  ccorpus@hsd2.org

Innovative College Readiness Curriculum: Beyond Language Skills

Intensive English Programs tend to focus on test preparation and language skills. However, international students often lack cross-cultural competencies needed to excel in higher education. Participants will learn how teachers collaborated to create a curriculum that develops students’ academic and language skills while explicitly teaching American academic norms.

Tamara Milbourn  IEC at UCB  milbourn@colorado.edu
Nicole Sager  IEC at UCB  Nicole.sager@colorado.edu

Preparing Teachers to work Effectively with ELLs

The presenter describes mixed methods research that looks at how different teachers experience an online ESL for Educators course in different ways, taking into account prior experiences, background, gender, culture, etc. Preliminary findings from surveys, questionnaires, and interviews will be discussed.

Stephanie Dewing  UCCS  stephanie.dewing@uccs.edu

Vocabulary Integration Activities

Presenters will demonstrate activities for integrating new vocabulary into listening, speaking, reading, and writing for language mastery, based on implications of Fred Genesee's (2000) research on brain function and learning conducted at McGill University. Activities for lower and upper level Intensive English Program, secondary, and life skills classes are included.
**FRIDAY, NOVEMBER 11 PLENARY / Content Area and Secondary Ed SIG Forum**  
**10:15 – 12:00**

**Cultural Perspectives: Students with Interrupted/Limited Education**

Students with Interrupted / Limited Education (SLIFE) face numerous challenges: learning English, developing literacy skills and participating in Western-style schooling. These learners are often viewed from a deficit perspective. We take a cultural perspective and examine how SLIFE have a different, culturally based learning paradigm which differs in three major ways from the U.S. model of Western-style schooling: (1) orality versus literacy; (2) collectivism versus individualism; and (3) pragmatic ways of thinking versus academic ways of thinking.

**Andrea DeCapua**  The College of New Rochelle  
adecapua@cnr.edu

**Helaine W. Marshall**  Long Island University at Westchester  
Helaine.Marshall@liu.edu

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**FRIDAY, NOVEMBER 11**  
**10:15 – 12:00**

**Teacher Education/Action Research SIG Forum**

Fri., Nov. 11, 2011  10:15-12:00  West B

**Get Ready to Share What You know!**

With budget cuts, teachers must share knowledge and resources locally in order to grow professionally. Yet, presenting to colleagues can be intimidating. This workshop is for those interested in leading professional development opportunities, but seeking support getting started. Participants will discuss strategies, consider needs, and germinate presentation ideas and contexts.

**Elizabeth Crockett**  Fremont RE-2 School District  
elizcrock@yahoo.com

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**FRIDAY, NOVEMBER 11**  
**10:15 – 12:00**

**Immigration Issues for Educators**

How do immigration issues affect your students, their families, and you as an educator? Learn how to be an informed participant and advocate in the current immigration debate. Session will include activities, discussion, handouts, and other resources.

**Lee Ann Gott**  Aurora Public Schools  
lgott88@msn.com

**Kathy Bougher**  University of Denver  
kathybougher@hotmail.com

**Jordan Garcia**  American Friends Service Committee  
jgarcia@afsc.org

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**FRIDAY, NOVEMBER 11**  
**11:15 – 12:00**

**Know, Understand, and Act**

This session is designed to provide educators with tools and strategies to implement the “Dimensions of Multicultural Education” developed by Dr. James A. Banks. The “Dimension of Multicultural Education” includes awareness of how culture affects teaching and learning, the knowledge we need to be culturally responsive and how we can implement these programs in our schools.

**Hilario Benzon**  Jeffco Schools  
jbenzon@jeffco.k12.co.us

**Catherine Baldwin-Johnson**  Director, ESL/Dual Language Department  
cbaldwin@jeffco.k12.co.us

**Dr. Christina Bernal Sati**  Assistant Director, ESL/Dual Language Department

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**FRIDAY, NOVEMBER 11**  
**11:15 – 12:00**

**Low-Tech Creative Crafts for the Literacy-Level Classroom**

Enjoy this relaxed, creative, and low-tech workshop where you will make a village, a puppet, etc. Kate is bringing enough materials for 50 participants to go home with a bag of new realia and with clear ideas for how to use it on Monday in your classroom.

**Kate Goodspeed**  Emily Griffith Opportunity School  
katherine_goodspeed@dpsk12.org

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**FRIDAY, NOVEMBER 11**  
**10:15-12:00**  **JEFFERSON BALLROOM**

**FRIDAY, NOVEMBER 11**  
**10:15-12:00**  **WEST B**

**FRIDAY, NOVEMBER 11**  
**10:15-12:00**  **CHERRY/PLUM PANEL GA**

**FRIDAY, NOVEMBER 11**  
**10:15-12:00**  **BOULDER WORKSHOP AL, GA**

**FRIDAY, NOVEMBER 11**  
**10:15-12:00**  **CONIFER WORKSHOP AE, GA**
**Higher Order Thinking for ELLs: It's Critical**

How do we ask and model higher order thinking questions to ELLs of all levels of language acquisition? Join us examining this question using stages of Language Acquisition and Bloom’s Taxonomy as well as a hands-on approach on how to get your ELLs to access and create HOT questions.

**Leticia King**  
Pikes Peak Elementary, HSD  
lking@hsd2.org

**Aimee Dyrek**  
Woodmen Roberts Elementary, ASD  
ajesspeina@hotmail.com

**Engaging Beginner Middle Level Learners**

This will be an overview of a beginning level middle school ELA class. We will go over the units we teach, vocabulary, homework, games, presentations, and projects. Units will include all four components of listening, speaking, reading, and writing.

**Laura Johnson**  
Cherry Creek Schools  
ljohnson5@cherrycreekschools.org

**Best Practices in Grammar Teaching**

Students are always looking for ways to improve their grammar. This session focuses on: the importance of context — is a structure used more in spoken or written language, teaching prepositions effectively, engaging students in editing activities, and ways grammar and writing intersect. Research-based strategies will be presented.

**Randi Reppen**  
Northern Arizona University  
randi.reppen@nau.edu

**How to Effectively Train Volunteers to Teach ELL students**

Does your organization utilize volunteers to teach English? Do you feel like you can better equip them with skills they need to teach with confidence? This interactive workshop will help you to develop a short, effective and practical training for volunteers teaching ELL to immigrants in one-on-one or group settings.

**Rachel Fuchs**  
Intercambio  
rachel@intercambioweb.org

**Lee Shainis**  
Intercambio  
lee@intercambioweb.org

**Shawn Camden**  
Intercambio  
shawn@intercambioweb.org

**Vocabulary Selection: What, Why, and How**

This session will demonstrate how to select the most beneficial vocabulary words from a particular text. Vocabulary research will be briefly reviewed, followed by a demonstration of the selection process using a young adult novel as a sample text. Attendees will gain both a theoretical and practical understanding of vocabulary selection.

**Kristopher Kyle**  
IEP at CSU  
esltutorkris@gmail.com

**Jessica Kyle**  
IEP at CSU  
jessica.t.kyle@gmail.com

**Integrating Movement and Touch into the Classroom**

Learn about practical activities that can be used in different subject areas to integrate touch and movement into the static classroom experience. Be lead in several exercises that integrate movement and touch into the learning experience.

**Amanda McCracken**  
IEC at UCB  
AmandaMcCracken@yahoo.com

**Narrative Writing for English Learners Studying Abroad**

This presentation shows how TESOL graduate students organized, edited and published a booklet of the original narrative writing of English learners studying in the US for community distribution. We offer rationale for non-native narrative writing and a blueprint for how to organize this kind of work.

**Lauren Kuehster**  
Colorado State University  
laurenkeuhster@gmail.com

**Jessica Novak**  
Colorado State University  
jmarienovak@hotmail.com

**Fouad Abdalhamid**  
Colorado State University  
fouaddenco@yahoo.com

**Andy Fuller**  
Colorado State University  
adub@lamar.colostate.edu

**Jin-Young Koh**  
Colorado State University  
jykoh@lamar.colostate.edu
Maximize the Potential of Short-term English Programs

This session illustrates five basic steps that can guide the evaluation and implementation of a successful short-term program. This formula for success can be essential in helping short-term program administrators spend their time wisely in the development of short programs that will support and enrich the broader ESL program.

Glenna Tibbetts  ELI at University of Utah
gtibbetts@aocе.utah.edu

Getting to the Future with Online English Language Proficiency Assessment

The landscape for ELL assessment is changing rapidly and technology is playing a big role. Future ELL assessments will offer new ways of testing, scoring, and analyzing data that will positively impact instructional quality. At this session, you will see and experience: New technologies for administering, scoring, and reporting LAS Links; New LAS Links forms with connections to Common Core standards; New professional development to support your program; New opportunities to participate in national LAS Links field studies

Gail Carpenter  Senior Assessment Solutions Consultant, CTB/McGraw-Hill
Gail_carpenter@ctb.com
Enrique Pilleux  Language Assessment Specialist, CTB/McGraw-Hill
Enrique_pilleux@ctb.com

Teaching Adult ESL Learners about Laws, Finances, Education, and Culture in Respectful and Interactive Ways

This interactive workshop will provide teachers of adult ESL students with ideas for teaching and discussing U.S. laws, health, finances, education, cultural norms and other practical information in a respectful, interactive and fun way. Participants will leave with user-friendly materials, ideas, and activities to begin using immediately.

Lee Shainis  Intercambio
lee@intercambioweb.org
Rachel Fuchs  Intercambio
rachel@intercambioweb.org

Creating Discipline-Specific Workshops in the IEP

The IEP at the University of Northern Colorado has tried to meet student needs by developing a changing series of session-long workshops. The presenters will demonstrate the process of developing discipline-specific workshops from the initial identification of need through the creation of curriculum and evaluation of the workshop.

Elaine Steneck  University of Northern Colorado
elaine.steneck@unco.edu
Maureen Ulevich  University of Northern Colorado
maureen.ulevich@unco.edu

Undergraduate Excellence: Building the Bridge for First Year Success

Having met all requirements for admission, new undergraduate international students often need support as they navigate their first year in English speaking universities. This session describes one IEP’s collaboration with other university departments to develop a Bridge Program, including sheltered content courses, to meet the needs of matriculated first-year students.
Effective Practices for Multilingual Students with Autism

In this session, the presenters will review key principles of bilingualism for students with disabilities, discuss characteristics of students with autism, and describe effective approaches for working with students with autism from culturally and linguistically diverse backgrounds in inclusive settings.

Barbara J. Dray, Ph.D.  University of Colorado Denver  barbara.dray@ucdenver.edu
Erin Barton, Ph.D.  University of Colorado Denver  erin.barton@ucdenver.edu

Powerpoint Empowers

Empower your students with usable technology while incorporating reading, writing, organization and speaking and listening skills. Powerpoint presentations are used in many educational, workplace and research venues. Parents will also understand how to help their students use this important tool. Apply these skills in both low and high-tech classroom settings.

Kay Elder  McLain Community High School  kayelder@earthlink.net
Sherri Durman  Jeffco  sdurman@jeffco.k12.co.us

Practical Language Experience for Adult ESL and ABE

Teachers around the world know the value of using the Language Experience Approach (LEA) to develop literacy skills from K-12 to ESL to ABE. This workshop will present the theory and techniques of LEA and allow participants to explore how they can use it in their own classroom(s).

Connie Davis  NCPDC  ncpdc@svvsd.org
Kat Bradley-Bennett  SVVAE, NCPDS  bennett_katharine@svvsd.org

Q Skills for Success

English language learners at the secondary and college levels can achieve more success by instruction that blends language and academic skills. Many students struggle with academic skills, including ability to think critically about academic content. This presentation suggests ways ESL teachers can promote critical thinking and language skills with a learner-centered approach using student learning outcomes.

Charl Norloff  norloff@colorado.edu
Debra Daise  Debra.Daise@du.edu

Teacher Talk and L2 Learners' Comprehension

The goal of the present study is to investigate whether a particular type of input to second language learners, namely "teacher talk", is an effective intelligibility strategy that affects learners' comprehension. Results show that listeners exhibit a significant effect of speech type, with teacher talk more intelligible than conversational speech.

Jenia Ivanova  ELI at University of Utah  jenia.ivanova@utah.edu

Creating a Community of Action Researchers

How is action research launched and developed over time to transform inquiry into professional change? Bring your burning question and desire to reflect on your practice. Let's then continue as a community of action researchers who reconvene next year to reflect on the experience.

Ann Leonard  Emily Griffith Opportunity School  lynnannleonard@gmail.com

Effective Strategies for Teaching Oral Presentation Skills

Teachers must provide students with language skills for oral presentations along with strategies that include elements such as planning considerations and design principles for visual aids. This presentation guides the audience through the learning goals necessary to create an effective oral presentation course module for an ESL academic speaking class.

Renee L. Feather  Georgetown University
How to Create ESL Readers

How can we encourage young adult and adult ESL learners to become avid readers? In this highly interactive workshop, we’ll explore our successes and challenges around creating effective, extensive reading programs. You’ll leave with concrete suggestions for success, including a booklist of suggestions to start or improve your classroom library.

Ruby Eichenour  Community College of Aurora  ruby.eichenour@ccaurora.edu

Surviving Academically in an L1 World

How can you help students survive in an L1 setting? What strategies do they need to handle academic skills like understanding authentic academic readings across genres, participating in groups with native-speakers, completing complex writing assignments, and note-taking during long lectures? The role of vocabulary will be discussed as well.

Kelly Sippell  Michigan University Press  ksippell@umich.edu
Robyn Brinks Lockwood  Stanford University  rbrinks@stanford.edu

Sidestepping Adult ELL Performance Anxiety

This session will examine the problem-solving process of teaching international interns in hotel workplace to rapidly improve speaking and listening fluencies for guest interactions. We will look beyond realia, cooperative groups, and topics to explore inhibitive cross-cultural classroom dynamics or workplace performance anxiety and to optimize social collaborations and brain friendly activities for language development.

Sara Vandenberg  UCCS  svanden2@uccs.edu

“Off the Wall” Word Wall Activities

Are you in a word wall rut? Has your word wall become colorful wallpaper? Join the presenters for a dynamic, interactive, off-the-wall word wall experience and come away with activities to implement in your classroom on Monday. Handouts provided.

Nancy Berry  IEP at CSU  nancy.berry@colorostate.edu
Julie Lee  IEP at CSU  j2ltl@hotmail.com
Evaluating Rigor: Are They Prepared for Academics?

At the Community College of Aurora, the ESL program is partnering with the Institutional Research department to develop and implement a research plan to assess its success in preparing students for the academic rigor of college-level courses. This presentation discusses the partnership, collaboration, research design, and latest outcomes.

Chris Tombari  Community College of Aurora  christopher.tombari@ccaurora.edu
David Bailey  Community College of Aurora  david.bailey@ccaurora.edu

Assessment Does Not Equal Grading: The Why and How of Alternative Assessments

How can language teachers best assess whether or not their lesson objectives are being met? Alternative assessment is a way to subjectively and qualitatively—but still effectively—assess the progress of learners and teachers while avoiding traditional tests and quizzes. This can lead to greater self-reflection for all involved and the adaptation and improvement of future lesson plans. The presenters will discuss several methods of alternative assessments designed for different competencies (reading, writing, listening, speaking, and grammar).

Wayne Walker  IEP at CSU  wayne.walker@colostate.edu
John Jordan  IEP at CSU  john.jordan@colostate.edu

Using Technology in Work Readiness ESL Classes

This interactive workshop demonstrates how touch screen tablets are used in low-level work readiness classes for adult refugees learning the English language. It will empower teachers to consider using technology in the classroom to prepare adults for what they encounter at the grocery store, bank, library, and at work.

Burna Dunn  Spring Institute for Intercultural Learning  bdunn@spring institute.org
Barbara Sample  Spring Institute for Intercultural Learning  bsample@springinstitute.org

Teacher Embodiment in the EFL Classroom: Creating a Third Space

This presentation showcases theories from speech communication, applied linguistics, and cultural studies to understand the situation of native English speakers teaching EFL. It shows how teachers create a third space in which the cultures of the teacher and of the students can connect in ways that are mutually identity affirming.

Lauren Kuehster  Colorado State University  laurenkeuhster@gmail.com

Interactive Lecture: "Students, take your phones out!"

Whether your students have access to ipads, desktops, or their own smart technology; invite it, don’t fight it into your lecture and classroom. This session will expose participants to backchannel platforms and 1 to 1 technology integration.

Tiffany Trujillo  Wasson High School, District 11  tifftrujillo@yahoo.com
Jennifer Duarte  Eagleview Middle School, District 20  jenniferjduarte@gmail.com
Cheryl Corpus  Mountain Vista Community School, District 2  ccorpus@hsd2.org

Discussing the IELTS Test: Impacts and Test Preparation

The IELTS (International English Language Testing System) has become an increasingly popular test among English Language Learners. This discussion will cover topics related to IELTS including: creating an IELTS preparation course, IELTS textbooks, pros and cons of the IELTS, and issues that educators, institutions, and students have had with IELTS.
Six Creative Ways to Review the Material

Looking for creative ways to review information? This presentation will demonstrate six games that can be used to review material as well as give tips on how to create games. Activities will be demonstrated and implementation tips will be included.

Joy Grabiner  CSU
jdaggerblast@yahoo.com

ELs on the Nation’s Report Card: NAEP

Learn how English Learners are performing nationwide and in Colorado on the only federally mandated national assessment. Also, see and hear about the Nation’s Report Card’s valuable resources for teachers, administrators, and parents. Free copies of these resources will be distributed.

Pam Acosta Sandoval  CDE
sandoval_p@cde.state.co.us

Christine Wirth-Hawkins  CDE
wirth-hawkins_c@cde.state.co.us

Building Background and Vocabulary for Secondary ELLs

Middle and high school ELL students require intensive background and vocabulary instruction to catch up to their native English-speaking peers. How can teachers facilitate this, especially in a multi-level classroom? See how the effective, engaging curricula of Inside and Edge can help produce confident readers.

Daniel Hanlon  Windsor RE 4, NatGeo School Publisher
daniel.hanlon@weldre4.k12.co.us

Student Learning and Assessment Through Student Eyes

This presentation introduces threshold concepts and bottlenecks in student learning. Each presenter describes the action research she engaged in and the ways this research affected students, the class and her teaching. Ideas for how to set up simple ways to engage students in the learning and assessment process are provided.

Eileen Malloy  IEC at UCB
emailloy2@mac.com

A Critical Look at Preparing Teachers

Educators of English as a Second Language (ESL) benefit from coursework and opportunities including knowledge of the discipline, consideration of affective factors, and field experiences that help foster growth. The presenters analyzed the linguistically diverse education (LDE) program they work in and will share results of their study.

Leslie Grant  UCCS
lgrant@uccs.edu
Angela Bell  UCCS
abell@uccs.edu
Stephanie Dewing  UCCS
sdewing2@uccs.edu

Native-Speaking Partners as Group Work Resources

Native-Speaking partners in communicative classrooms are seen by students as beneficial for practice. How this time is structured can increase the range of learning possibilities. Using native-speakers as peers in group work, as models of pragmatics, as well as linguistic and cultural resources can maximize the use of such partners.

Tom Schroeder  Utah State University
tom.schroeder@usu.edu

Integrating Service Learning into the IEP Curriculum

Service Learning (S.L.) is an excellent way to raise IEP students’ awareness about social justice issues and increase community engagement. Through S.L. students are provided a forum for real English language usage and cultural exchange. Speakers will present introductory information about S.L. and describe a program at an IEP.

Julie K. Andersen  ELC at DU
julie.andersen@du.edu
Scott Gladden  ELC at DU
Scott.Gladden@du.edu

From Inkwell to Internet: Dictionaries in America
Have you ever wondered how a word gets into the dictionary? Why American English is spelled differently from British English? How dictionaries are making the transition to the Internet? The story of dictionaries in America begins with Noah Webster’s textbooks and dictionaries and continues today with some of the busiest reference sites on the Web and dictionaries made specifically for English language learners. Details about famous editions and the trends of the most looked-up words online will be discussed, with time for questions about dictionaries, definitions, and usage.

Peter A. Sokolowski  
Merriam Webster

SATURDAY, NOVEMBER 12
9:15 – 10:00

SAT., NOV. 12, 2011  9:15-10:00 BOULDER
DEMONSTRATION  AE, SE, GA

Encouraging English Language Learning Through Student Interviews

The presenter will demonstrate how interviews conducted with forty female students learning English in Malawi promoted language acquisition and cross cultural knowledge. Answers to eight key questions revealed students’ attitudes toward formal schooling, life mentors, their goals for their children and themselves, and why learning English was important to them.

Kay Taylor  
Spring Institute
kayvince@gmail.com

SAT., NOV. 12, 2011  9:15-10:00 CHERRY/PLUM
DEMONSTRATION  AE, PA, GA

Teachers’ Online Orientation to Colorado Adult Education

Would you like a better understanding of the big picture of adult education in Colorado? Come explore a new self-paced course that describes adult education providers and services. Experience the adult learner’s journey through intake, assessment, goal setting, persistence, and transition. Learn interesting tidbits about adult education in our state.

Jane Miller  
Colorado Department of Education
miller_j@state.co.us

SAT., NOV. 12, 2011  9:15-10:00 CONIFER
DEMONSTRATION  CALL, SE, IEP/HE

Using Google Voice in Creating Meaningful Speaking Assessments

Assessing students’ speaking skills and providing meaningful, and easy feedback, are challenges facing most teachers. Discover some concrete ideas on how to evaluate your students’ speaking progress using Google Voice and other online message services by blending sound pedagogy and useful technologies.

Randall Davis  
University of Utah
eslrandall@yahoo.com

SAT., NOV. 12, 2011  9:15-10:00 EVERGREEN
PAPER  SE, IEP/HE

Group Research Paper Based on a Survey

In upper-level writing classes, an interactive assignment is to ask the students, working in groups of three or four, to write a research paper about a topic that involves analyzing the data acquired by interviewing 20-30 people as well as using information from academic articles.

David Mindock  
ELC at DU
dmindock@du.edu

SAT., NOV. 12, 2011  9:15-10:00 GOLDEN
PAPER  AL, CALL, IEP/HE, TE/AR

Byting Off More Than You Can Chew

At the Community College of Aurora, our College Prep ESL program must prepare its students for the linguistic rigors of college-level work. But what about barriers facing students related to computer literacy? Are the students able to use the online system or not? Let’s do some action research and see...

Chris Tombari  
Community College of Aurora
christopher.tombari@ccaurora.edu

SAT., NOV. 12, 2011  9:15-10:00 PARKER
DEMONSTRATION  CALL, IEP/HE

Corpus for the Classroom Demystified and Simplified

This demonstration will use the Corpus of Contemporary American English to illustrate how a corpus can help students discover differences between seemingly synonymous words. A sample activity using recently and lately will be explained. An overview of corpus linguistics and a resource list will be included.

Katherine Moran  
ELC at DU
kate.moran@gmail.com

SAT., NOV. 12, 2011  9:15-10:00 SPRUCE
DEMONSTRATION  SE, IEP/HE

Improving Student-led Discussions of Controversial Topics

Student-led discussions of controversial issues have long been an important component of our advanced level listening/speaking course. While effective, this activity is not without its challenges. In this demonstration, presenters will describe this assignment and discuss the rationale behind it. Concerns and efforts to address them will also be discussed.

Mary Kay Wedum  
IEP at CSU
mary.wedum@colostate.edu

Beth Cloven  
IEP at CSU
The Role of Culture in Classroom Management

How does one find compromise between conflicting expectations? Classroom environment varies from region to region, culture to culture. As teachers of diverse students, how do we reconcile student conceptions of the classroom with our own? How is classroom management implemented and maintained in multicultural classrooms? Come share ideas and experiences.

Nichole Oberheu  CSU
n.oberheu@gmail.com

Transform Your ESL Classroom with the Accelerative Integrated Methodology (AIM)

Learn how the Accelerative Integrated Methodology (AIM) brings true transformation to the experience of teaching and learning languages. In this session, Renée L. Villeneuve will show how the use of high-frequency vocabulary – introduced with gestures and contextualized in stories, drama, songs and dance – allows students to rapidly achieve levels of oral and written fluency rarely seen with conventional methods. You will explore the many aspects of the AIM through the program series titled Stories in Action!

Renee L. Villeneuve  AIM Language Learning
reneef@aimlanguagelearning.com

Language Ideologies and How They Impact Language Learning

Language ideologies can have a major impact upon language acquisition, for better and for worse: learners can be variously motivated or discouraged by them, depending upon the situation. In addition, these ideologies can influence language educators, which can have an unintentional impact upon classroom dynamics. This presentation will include an overview of language ideology issues, example video clips, and small group strategizing discussions.

Madeleine Adkins  IEC at UCB
Madeleine.adkins@gmail.com

Creating a Reading Culture in Saudi Arabia

“Why do Saudis struggle with TOEFL and IELTS reading?” I asked myself and my fellow Saudi classmates. Saudi Arabia has a strong oral tradition, in which readers and the act of reading are not widely accepted. A reading revolution would involve parents, teachers, the Education Ministry, and the Saudi media.

Saleh Alharthi  UCB
abu_ala123@hotmail.com

Teaching Pronunciation: A Color-Based Approach

Participants will (literally!) discover a new visual tool for describing and teaching the sounds of English that will help learners focus on the important stuff: oral skills and vocabulary development. The presenter will introduce practical techniques for teaching pronunciation in context and without the use of phonetic symbols.

Karen Taylor de Caballero  Santa Fe Community College
katmail68@yahoo.com

Arab and American Cultural Perceptions

This session focuses on a study of the cross-cultural perceptions of Saudi Arabian ESL students, their American instructors, and host families. How do these attitudes affect the students' acculturation and success in learning English? Participants will learn strategies to make cross-cultural interactions positive and language learning successful.

Connie Shoemaker  Spring International Language Center
connie.shoemaker@yahoo.com

Melissa Hull  Spring International Language Center
missy@spring.edu

Interactive Games for the Classroom

In this dynamic and interactive demonstration, participants will be put into the role of learners and will take part in a number of exciting games and activities that are guaranteed to bring energy into their classrooms. Audience participation is strongly encouraged and detailed handouts will be provided.
Now, Work Together

Maximizing resources often means increasingly multilevel classes. And regardless of skill placement, every class is really multilevel because each learner brings many differences. Effective grouping strategies facilitate organization and enhance learning. This session defines and demonstrates grouping strategies for adult ESL classrooms and helps teachers determine when to use them.

Ardith Loustalet   NCPDC
ardith.ncpdc@gmail.com

Thinking Critically in the Second Language

The biggest challenge for teachers of English language learners is helping students move beyond text comprehension to evaluating what they have read in light of their prior knowledge and understanding of the world. The presenter will demonstrate the effect of vocabulary on thinking critically when reading.

Carol M. Johnson   Renaissance Learning

Preparing Corpus-based Grammar Materials: Theory and Practice

Textbook authors make numerous decisions during the creation of an ESL grammar book, such as what grammatical topics (or words) to include; what sequence of topics; and how to describe patterns of variation and use in real-world contexts (in addition to structural descriptions). Traditionally, these decisions are made based on the author’s intuitions. However, it turns out that corpus research can provide information that will help guide such decisions. Using case studies taken from the author’s own previous research, this talk will illustrate how corpus research can inform ESL teaching and be transformed into teaching materials, with a focus on how corpus-based materials differ from traditional treatments.

Douglas Biber   Pearson/Longman
Douglas.Biber@nau.edu

Pursuing Excellence through Developing and Teaching Electives

Traditionally, programs develop elective classes with the focus on how they will benefit the students. While this is a primary concern, faculty also rejuvenate their teaching by designing and implementing new classes, learning new skills and content, and reflecting on how best to pursue excellence in their teaching.

Debra Daise   ELC at DU
debra.daise@du.edu
Sheryl Meyer   ELC and DU
sheryl.meyer@edu.edu
Matt Griffin   ELC at DU
matt.griffin@du.edu
David Mindock   ELC at DU
david.mindock@du.edu

The Missing Link - Collocations

Learning academic English can be a daunting task for L2 learners. The missing link that can explain why many students do not make any perceived progress is collocations. Acquiring these multi-word units can assist learners in expanding their mental lexicon, improving their writing, and developing strategies for independent learning.

Jenia Ivanova   ELI at University of Utah
jenia.ivanova@utah.edu

SATURDAY, NOVEMBER 12
10:15 – 12:00
Elementary Education SIG Forum
Sat., Nov. 12, 2011  10:15-12:00 Golden

SB 191: The Future of Educator Evaluation and Effectiveness

(See SIG forums for abstract and presenters)

SATURDAY, NOVEMBER 12
10:15 – 12:00
Intensive English Programs/Higher Education SIG Forum
Sat., Nov. 12, 2011  10:15-12:00 Conifer

TBA

(See SIG forums for abstract and presenters)

SATURDAY, NOVEMBER 12
10:15 – 12:00
Successful School-Wide Practices for Multilingual Learners

A collaborative multiple-case study conducted in 2010-2011 by researchers from the University of Colorado Denver and
Denver Public Schools involved eight schools selected for their success with multilingual learners. The presenters will discuss their findings with examples of effective school-wide practices, engaging the audience in discussion of implications.

Kara Mitchell UCD  
kara.mitchell@ucdenver.edu

Honorine Nocon UCD  
honorine.nocon@ucdenver.edu

Barbara Dray UCD  
barbara.dray@ucdenver.edu

Tracy Keenan DPS  
tracy_keenan@dpsk12.org

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How to Use the Colorado ELP Standards

Which tool is most important? How do the five standards fit into standards-based grading? Should I use the 5 Standards or the Can-Do Descriptors? Which tools are best for classroom/content teachers? How can these tools be used to increase collaboration? Get answers to your questions about the new ELP Standards.

Jennifer Daniels ELL Education and Equity  
jen.daniels@bresnan.net

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FOREWARNED IS FOREARMED

Teaching students to communicate meaningfully in English is one of the fundamental goals in teaching Grammar courses. The demonstration illustrates which grammar teaching techniques are found to be the most effective when teaching Passive Voice through the Present-Practice-Produce sequence: how the grammar structure is formed, what it means, and when and why the grammar structure is used?

Natasha Ralyk  
natralyk63@gmail.com

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Collaborating around Colorado's Standards: Tools for Implementation

Colorado’s revamped standards include new English Language Proficiency standards aimed to support students learning English as a second language while supporting the learning of grade level content. This presentation will explore the new standards and show educators how the standards can support learning for all students.

Mary Pittman Colorado Department of Education  
Pittman_M@cde.state.co.us

Liliana Graham Colorado Department of Education  
Graham_L@cde.state.co.us

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Reading Skills for International Students

The US Air Force Academy has developed a course that teaches international students to read more efficiently with higher levels of comprehension and recall. Explore practical techniques and activities with a focus on vocabulary and cultural context that enhance students’ personal and professional reading skills.

Constance Leonard United States Air Force Academy  
constance.leonard@usafa.edu

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Activities to Initiate Conversations on Life Skills

This workshop will take you through a new conversation booklet with sample scenarios and questions to help you initiate practical discussions for conversation classes or for intermediate/advanced ELL students. There are 170 topics that touch on laws, housing, health care, education systems, jobs, cultural differences, and finances.

Lee Shainis Intercambio  
lee@intercambioweb.org

Rachel Fuchs Intercambio  
rachel@intercambioweb.org

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The Imperative of Care

Our research questions how teachers mediate the complex space of maintaining their own academic goals for student progress, meeting accountability targets, all while without disenfranchising ESL students.

Michael Suarez UCB  
michael.suarez@colorado.edu

Michael Dominguez UCB  
cominguez.mc@gmail.com
Kazoo You!  Macro-level Accent-Reduction Reminders

Can your students produce most sounds but don’t sound native-like? On a ‘micro’ level they are pronouncing individual sounds intelligibly but still have trouble being understood. This demonstration will showcase ‘macro’-level techniques for word stress, focus words, intonation – phrasal pitch and stress, and reduced speech which matter in improving comprehensibility.

Laura Davies Brenier  IEC at UCB
daviesl@colorado.edu
Charl Norloff  IEC at UCB
norloff@colorado.edu

Don’t Believe Everything You Believe

The presenters examine how our beliefs fuel our inner talk and form our attitudes and behavior both in the classroom and the workplace. Being aware of our beliefs and the power they hold enables us to create and adopt those that serve us best.

Kathi Hart  ELC at DU
khart3@du.edu
Debra Daise  ELC at DU
debra.daise@du.edu

Applying Corpora Research to the Language Classroom

During the last several years, there has been an increased interest in using corpus research to inform language teaching decisions, and in using corpora as a resource in the language classroom. This presentation will provide numerous concrete examples of how information from corpora can be used to inform and guide instruction and how corpora can serve as a resource for materials development. In addition to specific examples for teaching vocabulary and grammar, resources that are available, and general guidelines that can be used in a variety of different contexts will also be provided.

Randi Reppen  Northern Arizona University
randi.reppen@nau.edu

Critical Thinking/Metaphors in the Real World

This presentation will share an innovative approach to infusing critical thinking and metaphors and its application in the real world, particularly in a job interview setting. This approach will be discussed in detail and students’ feedback will be shared. Samples of students’ projects will be available for participants to view.

Ranee Cervania  Community College of Denver
ranee.cervania@ccd.edu

Making Content Comprehensible with the SIOP Model

Teachers need to consistently and systematically implement best practices to provide optimal learning for English learners. The SIOP Model, the only empirically validated model of sheltered instruction, provides a framework composed of research-based features of instruction that improve the achievement of English learners and supports RTI.

Cristina Hernandez
Cristina.hernandez@pearson.com

Scaffolding Instruction for English Language Learners
Creating an Entrepreneurial Adventure in Business English

A business English course becomes dynamic and exciting for students when they find their entrepreneurial spirit. This session demonstrates how ESL teachers can design a course that guides students step by step through the process of creating their own business. The integrated skills approach benefits all advanced ESL students.

Glenna Tibbetts  University of Utah
gtibbetts@aoc.utah.edu

SAT., NOV. 12, 2011  1:30-2:15  SPRUCE
DEMONSTRATION  IEP/HE

A Campfire Song in Present Perfect

Learn and teach a campfire song, "Have You Ever Eaten S'mores?" Your students will enjoy learning Present Perfect syntax, irregular past participles and adverb placement. Music CDs, visual powerpoint lyrics, songsheets, and instructional materials provided.

Shira Halevi  ELI at University of Utah
shirhalevi@gmail.com

SAT., NOV. 12, 2011  1:30-2:15  WEST A
PUBLISHER SESSION

Vibrant Vocabulary Today!

Find out easy steps in a unique instructional model with engaging activities to use when introducing new concepts and vocabulary in any content area.

Zulma Cifuentes-Pride  Houghton Mifflin Harcourt
zulma.cifuentes@hmhpub.com

SAT., NOV. 12, 2011  1:30-2:15  WEST B
PAPER  BE, CALL, IEP/HE

Promoting Literacy Learning via Virtual Literature Circles

How incorporated the technology into Liter Circles (LCs) activities can increase learners' motivation and change their attitudes toward reading in an EFL context? Presenters will present an action research conducted in Taiwan's universities and experiences for sharing. PPT, video, and suggestions for implications and practical recommendations will be included.

Su Chia-Chun  Taipei College of Maritime Technology
conniesu@mail.tcm.edu.tw
Chen Bo-An  Tunghnan University of Technology, Taiwan
allen11062001@yahoo.com
Feng Yu-Lin  Texas A&M University
gucci0702@hotmail.com

SAT., NOV. 12, 2011  1:30-2:15  WEST C
DISCUSSION  PA, GA, IEP/HE

Meets Expectations - Good Enough?

The term “Meets Expectations”, commonly used on teacher evaluations, is not always understood the same way by teachers and their evaluators. The presenters will share this quandary and invite participants to discuss whether or not “meets expectations” is appropriate language, and if so, what those expectations should be.

Margaret Gough  Colorado State University
margaret.gough@colostate.edu
Nancy Berry  Colorado State University
nancy.berry@colostate.edu

SAT., NOV. 12, 2011  1:30-2:15  WEST D
WORKSHOP  AE, SE, IEP/HE

Changing the DNA of Cross-Cultural Training

Although the majority of classroom instruction focuses on language learning, often little is done to culturally prepare ESL for the challenges of life in a new country. The presenters will highlight the main issues facing successful cultural adaptation and demonstrate simple, yet highly-engaging activities that foster positive cross-cultural understanding.

Randall Davis  University of Utah
eslrandal@yahoo.com

SAT., NOV. 12, 2011  1:30-2:15  WEST E
PAPER  SE, GA, IEP/HE

Techniques That Improve Written Comprehension and Comprehensibility

Common problems for language learners include comprehension and comprehensibility. Classroom techniques that explicitly draw attention to the parallel text structures in reading and writing help to improve both skills. Examples of activities and materials that provide helpful visual cues for learners and strategies for implementation are included.

Jean Louise Ferguson  Garden City Community College
jean.ferguson@gcccks.edu

SATURDAY, NOVEMBER 12
1:30 – 3:15

SAT., NOV. 12, 2011  1:30-3:15  CONIFER
WORKSHOP  GA, IEP/HE

The Transformation to a Multi-cultural Student

Some international students actively choose not to integrate into the American academic culture. The objective of this workshop is for administrators and instructors to share how they facilitate student behavioral transformations from being predominantly mono-cultural to multi-cultural. Theory and practice will be included with discussion and group work. Handout provided.
EFL Undergraduate Students’ Contextual Literacy Practices

The presentation discusses linguistic features between academic essays and instant messaging chatting scripts through qualitative case study of 20 English-major undergraduate students in Taiwan. The study will compare lexical richness, lexical density, and syntactic complexity from different perspectives in order to examine positive and negative transition between two writing contexts.

Hsiao-oint Wu  The University of Texas, San Antonio nitawu@hotmail.com

Keeping It Real: Social Interactions in the Classroom

What was your most challenging social interaction in the classroom? Was it related to culture, gender, or just personality? Based on theory and teacher interviews, we will explore positive approaches to the complex scenarios that face teachers every day. Come with a sense of humor and an open mind!

Kate Rebecca Furze  IEC at UCB kate.furze@colorado.edu
Allison Herbert  ELC at DU Allison Herbert@du.edu

Spelling Strategies

This presentation will address the challenges of intermediate to advanced speakers of English who still have difficulty with spelling. CCA spelling instructors will share some of their findings, techniques and tools that have helped to chisel away at some bad habits and fossilization.

Elizabeth Schroeder  Community College of Aurora elizabeth.schroeder@ccaaurora.edu
Meredith Folley  Community College of Aurora meredith.folley@ccaaurora.edu

Collaboration Between Mainstream and ELL Teachers

Collaboration between mainstream and ELL teachers is often a recommended practice; yet, is easier said than done. Participants will gain an understanding of the contextual conditions necessary for effective collaboration via presentation of research findings, interactive scenarios, and stories of teachers who figured out how to successfully collaborate, despite challenges.

Angela Bell, Ph.D.  UCSC abell6@uccs.edu

People Describing People

The presenter examines recorded interviews to explore the language forms most commonly used when describing people. She compares them with those most commonly found in commercially produced materials, and then goes on to explore the implications of these findings in terms of selecting and exploiting materials.

Deborah Ferris  University of New South Wales, Australia d.ferris@unswglobal.unsw.edu.au

A Critical Glimpse at L2 Writing Instruction

What approaches to teaching L2 writing do language teachers adhere to and why? What impact might this have on learners? Drawing on current literature and research, the presenter will explore various responses to these questions as well as implications for L2 writing instruction to help the audience reflect on their own practices.

Michael Regan  IEC at UCB michael.regan@colorado.edu

Building a Successful Adult Education Program

Over the past three years the presenters have developed an adult education program that extends from ABE to college. The cornerstone of the program is the GED. Our GED students have a GED test success rate of 90% and a completion rate of nearly 10% per month.

Scott McMillin  Cheyenne Mountain Re-Entry Center scott.mcmillin@cecintl.com
Jerome Parent  Cheyenne Mountain Re-Entry Center jerome.parent@cecintl.com
Teaching English in a Hong Kong Secondary School

This article is about the conflict between Native English Teachers (NETs) and Local English Teachers (LETs) in a Chinese medium of instruction secondary School in Hong Kong. The presenter will discuss the effectiveness of NETs in teaching English when compared to LETs. Suggestions will be provided for prospective NETs.

Hoi Yuen Chan  University of Wyoming  hoiyuen8@yahoo.com

SAT., NOV. 12, 2011  2:30-3:15  WEST C  PAPER  EE, SE, GA

Teacher Leadership: Advocacy for ELLs

Despite the need for a school wide initiative that will meet the needs of English Language Learners (ELLs), lack of professional development and misconceptions about ELLs still exist. This presentation discusses one teacher’s efforts at sparking change through a transformation in instruction, parent contact, and teacher leadership. Volunteering at a Freshman Orientation night at the high school helped her realize the lack of parent-student-faculty communication at her own school. This experience, in turn, helped her to implement change resulting in an increase of communication through translating, parent nights, and home visits. Her instruction was augmented after school through one-on-one work sessions with students in their areas of weakness. Presentations to staff, teaching strategies to initiate these two components, created trend-setting transformative change. Personal transformation is a necessary process that will contribute to the building of relationships and meaningful education of students (Nieto, 2010). Recommendations on becoming an active advocate for ELLs are provided.

Amy Quezada  Mesa State College  aquezada@deltaschools.com

Virtual Migrant Summer School

In the summer of 2011 GOAL Academy, with financial support from SC BOCES, conducted a Migrant Summer School Pilot program in South Eastern Colorado. The program utilized Portable Assisted Study Sequence (PASS) curricula and leveraged web-based technology for maximum engagement.

Brandon Darrow  GOAL Academy  Br.darrow@goalac.org

Motivating Secondary ELLs to Success

Motivating secondary ELLs is essential to their attendance, willingness, effort, success and graduation. Connecting with your ELLs in ways that motivate them to desire to attend classes and to learn is essential for their success. Come explore tips and discuss what works to keep them coming and learning.

Cynthia Valdez  Mesa County S.D.  cynthia.valdez@d51schools.org