



CoTESOL 2014

38th Annual Fall Convention

November 14-15, 2014

Radisson Hotel Denver SE



Literacy, Language & Culturally Responsive Teaching

SCHOOL OF EDUCATION & HUMAN DEVELOPMENT

UNIVERSITY OF COLORADO **DENVER**

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All aboard! Welcome to the 38th Annual Colorado TESOL Convention! We are excited to begin *Riding the Rails of Engine-uity* through the ever-challenging and invigorating Colorado educational landscape with our presenters, featured speakers, and of course, you, our dedicated convention participants.

This year our featured speakers will continue to address various strategies and techniques that support linguistic and culturally diverse populations in unique and ingenious ways. From critical pedagogy, social justice, and 21st century skill-building to reading strategies, collaborative online-learning, and the use of improv in the language learning classroom, there's sure to be something new for everyone.

Registration will begin shortly before 8:00 both Friday and Saturday with coffee and breakfast rolls served in the exhibitors' room until high noon. Our first plenary speaker on Friday, Dr. Eileen Ariza, will impart to us the necessity for careful cross-cultural communication at 8:45 with breakout sessions underway shortly after 9:00.

CoTESOL's Special Interest Groups (SIG) have orchestrated focused sessions for everyone on how to utilize innovative strategies in language classrooms. Be sure to look for these featured presentations as you plan your conference schedule. Also, we hope you will stay for the Friday evening entertainment organized by our Hospitality and Entertainment Liaison, Dieter Bruhn. This year we are pleased to have performers from the Central City Opera presenting "How the West Was Sung" beginning at 5:00 p.m. in the Jefferson Ballroom. Events will continue on Saturday starting with our morning plenary speaker, Susan Gaer. She will focus on implementing 21st century skills into language education.

A special thank you goes out to the CoTESOL Board for their passionate and unwavering commitment to the values and goals of this affiliate. Conversations and decision-making *throughout* the year are what make the convention such a success, and Larry Fisher, the Executive Secretary, is the lynchpin to our continued growth. It is his dedication and vision that keep us moving forward. Hilario Benzon and Christine Deines, Communications Liaisons, keep the Colorado community informed with their newsletters, and our Publishers' Liaison, Bruce Rogers, makes sure that our exhibitors are a central part of our convention. Finally, *your* continuous support of CoTESOL provides the motivation to continue working towards an ever stronger convention. Thank you, Colorado community, for keeping us on course as we ride into another year.

We look forward to seeing you!

Kind regards,

Sarah Austin
2014 CoTESOL 2nd VP
Program Chair

Chris Tombari
2014 CoTESOL President
Convention Co-chair

Jennifer Shank
2014 CoTESOL 1st VP
Convention Co-chair



CoTESOL, 63 UCB, Boulder, CO. 80309-0063

Tel: (303) 735-4234 Email: fisherl@colorado.edu Web: <http://www.cotesol.org>

CoTESOL 2014 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 [Jefferson] with Central City Opera

Friday 5:00 pm – 6:00 pm

Friday Morning: November 9

Plenary 8:45 am – 10:00 am [Jefferson]
Plenary 11:15 am – 12:00 am [Jefferson]

Concurrent Sessions 9:15 am – Noon
Luncheon Noon – 1:15 pm [Banquet Room]

Friday Afternoon

Plenary 1:30 pm – 2:15 pm [Jefferson]
Poster Sessions 1:30 pm – 2:15 pm [Lobby]
Concurrent Sessions 1:30 pm – 4:15 pm
Publisher's Raffle 4:30 pm – 5:00 pm [Arapahoe]
Live Entertainment 5:00 pm – 6:00 pm [Jefferson]

Saturday Morning: November 10

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

Saturday Afternoon

Concurrent Sessions 1:30 pm – 3:15 pm



PLENARY

Cross-Cultural Mis/Communication with English Learners: A Matter of Life or Breath

Dr. Eileen Ariza

[Friday, 8:45 – 10:00 am, Jefferson]

PLENARY

Reading Strategies and Skills: A Moveable Feast

Pamela Hartman

[Friday, 11:15 – 12:00 am, Jefferson]

PLENARY

Where do we get on the critical train to re-engineer TESOL? A Whistle-Stop Tour of Critical Pedagogy

Dr. Graham Crookes

[Friday, 1:30 – 2:15 pm, Jefferson]

PLENARY

Shaping How We Learn – 21st Century Skills

Susan Gaer

[Saturday, 8:45 – 10:00 am, Jefferson]

Convention Committee

Past President – Erin Kimmel

President—Chris Tombari

Convention Chair—Jennifer Shank

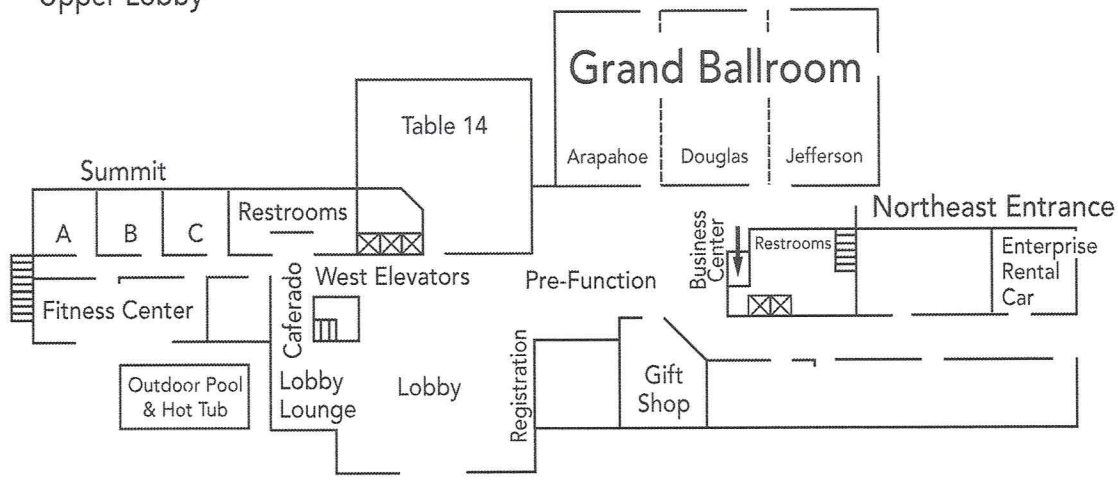
Program Chair—Sarah Austin

Publishers' Liaison—Bruce Rogers

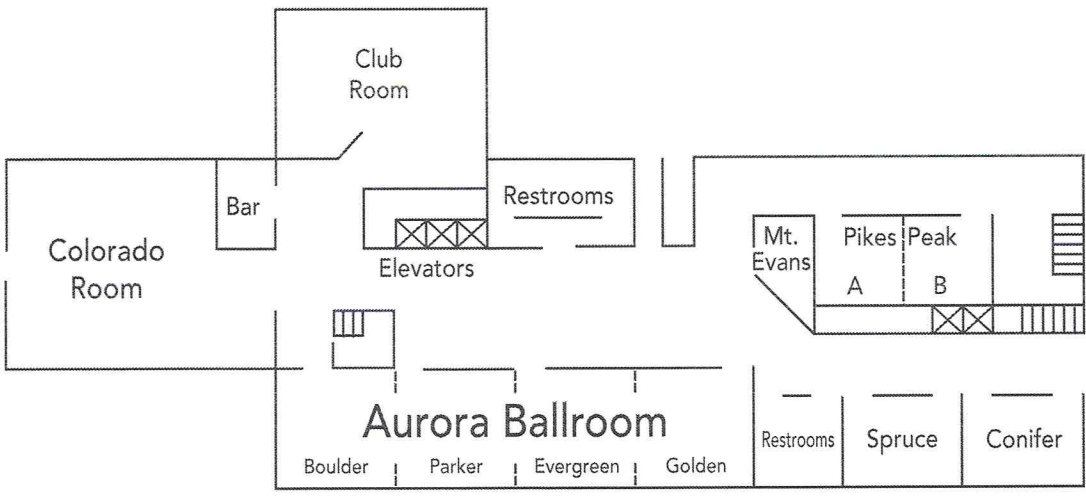
Hospitality and Entertainment Liaison – Dieter Bruhn

Registration—Larry Fisher

Upper Lobby



Lower Lobby



Friday, November 14 Morning Sessions at a Glance

ROOM	8:45-10:00		11:15-12:00
Jefferson	PLENARY Cross-Cultural Mis/Communication with English Learners: A Matter of Life or Breath Dr. Eileen Ariza		PLENARY Reading Strategies and Skills: A Moveable Feast Pamela Hartman
	9:15-10:00	10:15-11:00	11:15-12:00
Boulder	Beyond the Basics: The Need to Teach More Than Reading, Writing, Listening, and Speaking Brenda Fox GA, AE	Featured Presentation The Brain and Second Language Acquisition Fran Herbert (Sponsored by the Elementary Education (EE) SIG)	
Club Lounge	Creating a Framework for Praxis Michelle Raese TE/AR, GA, IEP/HE	Identifying Underperforming Students with Vocabulary Level Testing Sarah Kalert Nancy Berry Amber Patterson IEP/HE, PA, TE/AR	Gamifying L2 Grammar Learning: A Color-Based Approach Jenia Ivanova AE, IEP/HE
Conifer	Scaffolding Close Reading for English Language Learners Elizabeth Skelton EE, SE	Successful Outcomes from Sustained Professional Development Experiences Leslie Grant Barbara Frye Angela Bell Stephanie Dewing IEP/HE, TE/AR	National Geographic's Ultimate Field Trip for Teachers! Katie Zimmann CA, EE, SE
Evergreen	Engaging Adult Learners with Theatre Games Donna Olson AE, GA, IEP/HE	All on Board for Stand-up Literacy Activities Kate Goodspeed AE, EE, GA	ESL Literacy Lab: The Power of the Scaffold Kat Bradley-Bennett AE, GA
Golden	Women, Confidence, and Professional Advancement Ruth Moore Susan Fouts AE, IEP/HE	Featured Presentation Establishing and Sustaining an Action Research Agenda Dr. Susan Hopewell (Sponsored by Teacher Education / Action Research (TE/AR) SIG)	
Jefferson		Immigration Issues for Educators Lee Ann Gott Kathy Bougher GA	
Mt. Evans	Cafecito Amigo: Creating Authentic Engagement Among Neighbors Tiffany Curtin Marta Pardo AE	Rendering Institutional Policies Transparent to Language Learners Andrew Bennett CALL, IEP/HE, PA	Teaching Common Mistakes Made by Spanish Speakers Debbie Goldman AE, GA
Parker	Visual Media Presentation as an ESL Teaching Method Mike Hammond AE, IEP/HE	The Five-paragraph Essay Controversy Shirlaine Castellino Karyl Chalfin IEP/HE, SE	Designing for Diversity Andrea Feldman Pilar Prostko IEP/HE, TE/AR
Pikes Peak A	Student Voices on College and Career Readiness Lisa Hernbloom GA, SE, TE/AR	Teaching Organizational Skills to Improve College Readiness Lisa Wexler Yelena Karabushin AE, IEP/HE	Problem-Posing as Critical Inquiry Michael Regan AE, GA, IEP/HE, TE/AR
Pikes Peak B	Question Formulation (and Negative Statements) Made Simple Daniel M. Schweissing AE, IEP/HE	Beyond Teaching Grammar Rules and Concepts Kenia Campbell AE, IEP/HE	Using the PUC Method to Understand Textbooks! Deborah Hollimon AE, CA, SE
Spruce	Co-teaching: Meeting the Needs of English Learners Lisa Drangsholt Dr. Holly Porter Lori Saylor EE, SE, PA		The Competitive Edge Dieter Bruhn GA, SE, IEP/HE
Suite 218	Engaging Asian Students in Classroom Interactions Tatiana Nekrasova-Beker Kenshin Huang AE, IEP/HE	Achieving Proficiency: Reading, Writing, & Critical Thinking Bonnie E. Scudder Ken Andrews Diane Johnson Publisher Session-The Learner's Edge	Reserved
Summit A	Workshop-Style Language Learning Dorly Piske Publisher Session-Wyoming Partners of the Americas	Project Success: A New Approach to CCR Susan Gaer Publisher Session-Pearson ELT	Teach ESL with U.S. Embassies Worldwide Benjamin Perdue Publisher Session: U.S. Dept. of State English Language Programs
Summit B	Junction of Technology Tools and Language Educators Kirsten Stauffer IEP/HE, TE/AR	Guided Self-reflection to Inform Professional Development Juli Sarris EE, TE/AR, GA	The Pros and Cons of "Going Paperless" in ESL Classrooms Annie Semmelroth AE, CALL, IEP/HE, TE/AR
Summit C	What an Experienced Teacher Can Learn from the CELTA Curt Reese TE/AR, IEP/HE	Building Bridges between Reader and Text: Inferencing Techniques That Work Charl Norloff Debra Daise SE, IEP/HE	Music Options for ESL Teaching Materials Mike Hammond AE, IEP/HE
Arapahoe / Douglas	Publishers' Exhibits (Coffee Breaks – 7:30 a.m. to 12:00 noon)		

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)

Friday, November 14 Afternoon Sessions at a Glance

ROOM	1:30-2:15	2:30-3:15	3:30-4:15
Jefferson	PLENARY Where do we get on the critical train to re-engineer TESOL? A Whistle-Stop Tour of Critical Pedagogy Dr. Graham Crookes	Identity Transformation and Secondary School Reform Mark Clarke Annie Trujillo Robert Hubbard PA, SE, TE/AR	
	1:30-2:15	2:30-3:15	3:30-4:15
Boulder	The Power of Pictures Brenda Fox GA	FEATURED PRESENTATION Making Science Accessible to Multilingual High School Students: Strategies, Challenges, and Opportunities Dr. Geeta Verma (Sponsored by Secondary Education (SE) SIG)	
Club Lounge	Can Modeling Bad Oral Presentations Help Students? John Schillo GA, IEP/HE	Tips for Success with Struggling Students Debra Daise Charl Norloff IEP/HE	Faculty Perspectives of Undergraduate International Students Summer Webb IEP/HE
Conifer	Using Graphic Novels to Promote Academic Success Patricia Juza AE, CA, IEP/HE, SE, TE/AR	FEATURED PRESENTATION A Comedian's Classroom: Interpersonal Skills Through Improv Jesse Greaves (Sponsored by Content Area (CA) SIG)	
Evergreen	I Flipped My Class, Now What? Andy Fuller Wayne Walker GA, IEP/HE, TE/AR	Phonics for the Adult ESL Learner Kristine Wallace Susan Polycarpou AE, IEP/HE	Scaffolding Lessons to Teach Critical Thinking Skills Nadeen Lester Connie Davis GA, IEP/HE, TE/AR
Golden	Integrating Smartphones into the 21st Century Classroom Vincent Adams GA, IEP/HE, SE	Using Corpora in the L2 Classroom Angela Sharpe Moriah Kent Tatiana Nekrasova-Beker AE, BE, GA, IEP/HE, PA, TE/AR	Get Connected: 10 Key Benefits of Online Learning Melissa Struck Publisher Session-Cambridge University Press
Jefferson		See above	
Mt. Evans	A Teacher's Support during Project-based Learning Reyila Hadeer Victor Kuan AE, BE, GA, IEP/HE	Whaddaya Doin' to Teach Reductions? Heather Moffie Sarita Crawford AE, GA, IEP/HE	
Parker	Collaboration: Redefining Roles of Secondary ESL Teachers Becky Corr Cynthia Close CA, SE	Level Up! Video Game Mechanics in Education Lance Holly TE/AR, SE	Leading a Diverse School during High Accountability Sally Nathenson-Mejia Maria Uribe EE, BE, PA
Pikes Peak A	Freewriting for Fluency Martha Lederer AE, SE, IEP/HE	Motivation, Priorities, and Identity in the Classroom Erik Erikson AE, SE	American Culture through Songs and Movies Jeniffer Shull AE, GA, IEP/HE
Pikes Peak B	Searching for Diversity: Successes, Failures, and Future Challenges Dr. Paul Kordis Dr. Gene Meier AE, BE, IEP/HE		Taste Testing: New Ideas for Authentic Assessment in the Classroom Olivia Conner Nick Einterz CALL, AE, IEP/HE
Spruce	Resuscitating Your Speaking and Listening Classes Dr. Debra Josephson Abrams Lisa Harris Kyla Masciarelli Kari Redmond GA, IEP/HE	Collaborative Professional Development: Practice-Oriented Book Clubs Ruth Moore Kate Furze AE, IEP/HE	Converting a Seven-Week IEP to a Semester-Long Program Beth Cloven Nancy Berry Evelyn Pierro IEP/HE, PA
Suite 218	Systems for Teaching All Learners to Read Lynda Espinoza-Idle Dian Prestwich EE, PA		Organize and Access English Sounds Using Picture Cues Phyllis Herzog Publisher Session-PhonicsQ
Summit A	The Fulbright Award: A Life Changing Experience. Eileen Ariza Publisher Session-The Fulbright Program	Grammar for the Real World Joel Deutser Stephen Peridore Publisher Session-National Geographic Learning, Cengage	Designing Vocabulary Lists and Autonomous Learning Modules Devon Jancin Tara Brandenburg Albatool Abalkheel CALL, IEP/HE, TE/AR
Summit B	Implementing an Action Research Project: Graphic Organizers Kelly Ryan AE, TE/AR, IEP/HE	How to Write a Winning Conference Proposal Renee Longo Feather Jena Mathews GA, IEP/HE, TE/AR	Fostering Change, Removing Barriers: In-house Professional Development Sara Vandenberg Mary Hanson Olga Kalmykova Nathan Doan Rosanna Czarnecki IEP/HE, TE/AR
Summit C	SACPIE: What, Why, How of Family Partnering Cathy Lines Tomas Mejia Darcy Hutchins EE, SE, GA	Academic Language Strategies Jeanna Doung Denise Knochel EE, IEP/HE, SE	Academic Language and Culture in Elementary Classrooms Dr. Elizabeth Franklin Jullie Williford EE
Registration Area	POSTER SESSION Building Computer Literacy for ESOL Students Traci Fielden BE, GA, IEP/HE		
Arapahoe / Douglas	Publisher Exhibits		

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)

Saturday, November 15 Morning Sessions at a Glance

ROOM	8:45-10:00		
Jefferson	PLENARY Shaping How We Learn – 21st Century Skills Susan Gaer	FEATURED PRESENTATION Improvitational English Jon Wilkerson (Sponsored by Adult Ed (AE) SIG)	
	9:15-10:00	10:15-11:00	11:15-12:00
Boulder	Blogs: Bringing Experiential Learning to Fruition Susan Fouts Holly Woodsome Sroymalai Juniper Stokes AE, GA, IEP/HE	The Art and Science of Paragraphing Alice Savage CA, GA, IEP/HE	Enhancing Learning through Positive Classroom Environments Sally White Heather Moffie GA, IEP/HE
Club Lounge	Bridging Perspectives: Multicultural Understanding, Civil Rights Investigations Sara Vandenberg IEP/HE, TE/AR	How U.S. Instructors Evaluate Written WE Varieties Lizabeth Collier IEP/HE	English for Engineering: Gamification of STEM and Project-Based ESL Curriculum Nick Einterz CALL, CA, IEP/HE
Conifer	Content Connections in the ELD Classroom Nancy Commins	Encouraging Parent Involvement in Student Literacy Development Leslie Grant Lynda Espinoza-Idle Angela Bell Christina Jimenez EE, GA	Collaborative Online Learning: Connecting Academic Language and Content Nancy Commins Elizabeth Mahon
Evergreen	Teaching Practical Information about Laws, Finances, Culture, and Education Lee Shainis AE, GA	What Works: American Culture, Movies, and Stories Sara Vandenberg IEP/HE, TE/AR	No Prep and Low Prep Activities Candace Maher AE, IEP/HE
Golden	Next Stop: Teaching Math to ESL Students Karen Easterday CA, GA, IEP/HE	Developing Critical Thinking Materials Using Business Case Studies Patricia Juza AE, IEP/HE, SE	Getting Bored Students Aboard through Sensory Engagement Carol Kok IEP/HE, GA
Jefferson	See above	See above	
Mt. Evans	ESL Video-based Activities: Pros and Cons Essa Batel AE, BE, CA	Collaborative Model for Interdepartmental ESL Training Diana Ord Lindsay Sandham AE, IEP/HE, TE/AR	A Discussion/Demonstration on Teaching Advanced Grammar Susan Blahut Alice Roussel IEP/HE
Parker	Phonological Awareness: What Your Brain Resists Knowing Karen Taylor de Caballero AE, EE, SE, IEP/HE		NorthStar Lights the Way to Student Achievement Frances Boyd Publisher Session-Pearson ELT
Pikes Peak A	Energizing the Classroom Rachel DeDeyn Darcie Sebesta AE, GA, IEP/HE	Writing Research as a Social Event Constance Leonard Durthy A. Washington SE, GA, IEP/HE	
Pikes Peak B	Implementing Writing Conferences in the ESL Classroom Michelle Morrison Maryanna Brunkhorst IEP/HE	Assessing Your Assessments: A Protocol Stuart Landers John Schillo Nancy Berry PA, IEP/HE	Navigating and Creating a Change Culture Linda Van Doren PA
Spruce	FEATURED PRESENTATION Teaching for Social Justice: Building Schools, Critical Pedagogy, and Urban Education Barbara Sample Dr. Kara Mitchell Dr. Graham Crookes (Sponsored by Intensive English Programs / Higher Education (IEP/HE) SIG)		Social Science Strategies for Advanced Learners Susan Feringer-Coury AE, SE, IEP/HE
Suite 218	Educational Innovation: Action Research and Political Realities Mark Clarke Alan Davis PA, SE, TE/AR	Research-driven Academic Preparedness Gregor Mieder Geriann Elliott PA, IEP/HE	DYADS: Oral Grammatical Skills for Listening/Speaking Class Karen Eichhorn AE, SE, IEP/HE
Summit A	Best Practices in Grammar Teaching Melissa Struck Publisher Session-Cambridge University Press	Understanding Vocabulary Carol M. Johnson Publisher Session-Renaissance Learning	Introducing the University of Wyoming World Language Center Dilnoza Khasilova Dorly Piske Amy Roberts BE, IEP/HE, PA, TE/AR
Summit B	EL Perceptions of K-12 STEM Classrooms Joel Judd Kelly von Stroh Machin Norris Katrina Hanger CA, SE, IEP/HE, TE/AR	Academic Success and Creative Writing Shannon Larsen Wade Winslow AE, IEP/HE	No More Passivity! Improving a Learner's Communication Tim Robinson AE, GA, IEP/HE
Summit C	Teaching to Tests Is Not So Bad Parmelee Welsh Andy Pulford IEP/HE, GA	What, Exactly, Is Professional Development? Patricia Kalavity Babbitt IEP/HE, PA	Pronunciation: General Classroom Techniques Gunilla Johnson AE, IEP/HE
Arapahoe / Douglas	Publishers' Exhibits (Coffee Breaks – 7:30 a.m. to 12:00 noon)		

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)

Saturday, November 15 Afternoon Sessions at a Glance

ROOM	1:30-2:15	2:30-3:15
Boulder	Developing Linguistic Responsiveness Kara Mitchell Viesca EE, SE, TE/AR	Nonlinguistic Representations in the Elementary Classroom Susan Lee CA, EE
Club Lounge	Building Bridges: Facilitating Educational Change and Growth Samantha F. Radovich Amber McDonnell Park Sullivan Terri Clauss IEP/HE, PA	Thinking Critically in the L2 Classroom Jenia Ivanova AE, IEP/HE
Conifer	In Transformational Teaching, What Form Transforms? Mark Clarke Jennifer QuinnWilliams PA, SE, TE/AR	Elective Classes: Keeping Them Spicy and Maintaining Their Nutritional Value Amanda McCracken IEP/HE, PA
Evergreen	Engaging Students through Community-Based Learning Kate Furze Barbara Flocke Allison Lake Sally White GA, IEP/HE	Google-versing Your Classroom Vincent Adams GA, IEP/HE, SE
Golden	Get Your Ticket to Enriching Reading Experiences Karen Easterday Holly Woodsome Sroymalai Kirsten Stauffer GA, IEP/HE	Reserved
Jefferson	BAFA BAFA: Cross-Cultural Simulation Genienne Navarro Andrew Bennett IEP/HE, TE/AR	
Mt. Evans	Composition Feedback: Yes, We Can Do Better! Paula Adamo GA, SE, IEP/HE	Missing Components in an Academic Writing Course Hoi Yuen Chan IEP/HE
Parker	Using Music in the Classroom Debbie Goldman AE, GA	Online Discussions: Interactive Expression and Critical Thinking Liz Hoelzle Barbara Flocke GA, IEP/HE, SE
Pikes Peak A	Play Go Fish in the ESL Classroom Steven Klein Orly S. Penny Julie Dalton AE, BE	Adding Language Objectives to Your Teaching Toolkit Juli Sarris EE, TE/AR, GA
Pikes Peak B	Curricular Objectives: Bridging Refugee Support Beyond Classrooms Sara K. Holzberlein Linda Van Doren AE, IEP/HE, PA	The ACTS of Reading! Deborah Hollimon AE, EE, SE, GA
Spruce	Teaching in Saudi Arabia Grace C. Spivak GA	12 Years of K-12 ESL Teacher Training Joel Judd EE, SE, TE/AR
Suite 218	Repurposing Cellphones: From Distractions to Learning Tools Sarah Kalert Kyla Masciarelli CALL, IEP/HE, PA, TE/AR	Authorial Presence Steven Olson IEP/HE
Summit A	Coloring Pronunciation across the ESL Curriculum with The Color Vowel Chart Karen Taylor de Caballero Publisher Session-The Color Vowel Chart	Newspapers in Education Dana Plewka Publisher Session-Denver Post
Summit B	Making Learning Relevant with Cross-Curricular Projects Diana Myers Alyson Ellena Jon Robertson Robert Hubbard SE, TE/AR	
Summit C	Language and Literacy Development for English Language Learners Dr. Stephen White BE, EE	Lesson Plan Templates: Learning about Your Teaching Sara K. Holzberlein Ryan Jeffers Anne Lancot Cinda Martin IEP/HE, TE/AR

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)



CREDIT OPTIONS AVAILABLE TO CoTESOL CONFERENCE PARTICIPANTS THROUGH THE UNIVERSITY OF COLORADO DENVER

This year CoTESOL conference attendees have the opportunity to register for one of three credit options through UC Denver's School of Education & Human Development. The options are:

- * Attend both conference days; register for/earn a 1.5 CEU (Continuing Education Unit); cost of \$48
- * Attend one conference day; register for/earn .5 CEU; cost of \$20;
- * Attend both conference days, register for and earn one (1) University Graduate credit; cost of \$75

Any of the options can be applied towards re-certification or other credentials or programs, depending on the individual attendee's specific district/program requirements (e.g., for Highly Qualified Teacher). Teachers are encouraged to check with their respective district's policy in making their choice. Some advising/assistance will also be available on site at the conference.

Contact CPE@ucdenver.edu or call 303-315-4985 for more information after September 1.

CoTESOL PLENARY: Dr. Eileen Ariza

Cross-Cultural Mis/Communication with English Learners: A Matter of Life or Breath

Friday, November 14, 2014 | 8:45-10:00 AM | Jefferson

SPONSORED BY: The Fulbright Program

SUMMARY:

Usually everyone who teaches English language learners has undergone a training program to learn about language acquisition, linguistics, bilingualism, and the various methodologies of language teaching and learning. Cultural training is touched on, but the most important aspect that makes us good teachers is our own experiences of cross cultural mis/understanding that arise within any cultural interactions, and the actions/reactions that manifest themselves, especially in the classroom. She will be speaking about the importance, significance, and benefits of enhancing your own cultural experience as it adds to the understanding of students, and how it sheds light on why students behave and respond as they do. Cultural understanding speaks volumes in terms of student interaction and adds a whole new meaning to the concept of cross-cultural competence.



Dr. Eileen Ariza

BIO:

Dr. Eileen N. Whelan Ariza is a professor at Florida Atlantic University in Boca Raton, Florida, USA. She received her doctorate in multilingual/multicultural education at the University of Massachusetts, Amherst; a master's degree in TESOL, Spanish as a second language, and bilingual education at the School for International Training in Brattleboro, Vermont; and a bachelor's degree in elementary education (summa cum laude) at Worcester State College, Worcester, MA. Before moving to Florida, Dr. Ariza was a Teaching Fellow in the English Language Institute at Harvard University, and taught English-language learners in Mexico, Colombia, Ecuador, Puerto Rico, Costa Rica, Nicaragua, Brazil, Spain, and the Philippines. Dr. Ariza's involvement in the Fulbright programs includes a 2008/2009 Fulbright award as García Robles scholar at La Universidad de las Americas in Puebla, Mexico; Fulbright Ambassador for fall 2013 - summer 2015; Fulbright Peer Reviewer (TEFL) 2014-2015; Senior Specialist Roster Reviewer 2008-2010; and candidate on the Fulbright Specialist Roster, 2010-present.

CoTESOL PLENARY: Pamela Hartmann

Reading Strategies and Skills: A Moveable Feast

Friday, November 14, 2014 | 11:15-12:00 PM | Jefferson

SPONSORED BY: Cambridge University Press

SUMMARY:

By teaching both the English language and a “buffet” of reading strategies, we guide students toward becoming strategic readers and critical thinkers—a gift they can take with them, one that contributes to their success in both other classes and their work life. But which strategies should we focus on in academic ESL classes? When there seem to be so many strategies and such limited class time, how can we prioritize? When evidence increasingly points to the importance of vocabulary, how can we apply new research from corpus linguistics? This presentation will discuss how teachers can make best use of a skills-based textbook and also go beyond the book, without having to sacrifice weekends to lesson planning. A handout will be provided.



Pamela Hartmann

BIO:

After studying TESL at UCLA, Pamela Hartmann joined the Peace Corps, through which she taught EFL at Seoul National University and Sogang University in Korea and then moved to Greece to teach for another year in the American Community Schools of Athens. She returned to California, where she taught at UCLA (the American Language Center), USC, Santa Monica College, West Los Angeles College, Pepperdine University, and for thirty years in the Intensive English Program at Evans Community Adult School in the Los Angeles Unified School District.

She has authored or co-authored ELT textbooks for McGraw-Hill, Cambridge University Press, Heinle & Heinle, National Geographic Learning, and Longman/Pearson. As a textbook author, she is a member and past chair of the Materials Writers Interest Section in TESOL.

In recent years, her interest has focused on the teaching of vocabulary and on the benefits of using authentic content in ELT textbooks. She has given workshops, presentations, or plenaries on these topics at colleges and universities in the United States, Japan, Korea, Thailand, Taiwan, Puerto Rico, Costa Rica, and Peru, as well as at TESOL, CATESOL (California), JALT, KOTESOL, MEXTESOL, and ASOCOPI (Colombia).

CoTESOL PLENARY: Dr. Graham Crookes

Where do we get on the critical train to re-engineer TESOL? A Whistle-Stop Tour of Critical Pedagogy

Friday, November 14, 2014 | 1:30 - 2:15 PM | Jefferson

SPONSORED BY: CoTESOL

SUMMARY:

The critical language pedagogy train left the station a long time ago, but a lot of people on the mainline don't know about it. Luckily it's a slow, stopping train — you can get on the train to social justice in language teaching at many different stops. In this overview of practice elements in this perspective on education in general and language teaching in particular, the presenter will review materials and curricular options, as places to get on board with this line, along with the basic teacher orientation (a critical consciousness) and the longer-term implications of getting on the critical pedagogy train.



Dr. Graham Crookes

BIO:

Dr. Graham Crookes is a member of the graduate faculty of the Department of Second Language Studies, teaching courses and seminars in second language learning and teaching pedagogy and theory, e.g., practice teaching supervision (practicum), "innovative"/alternative approaches (including critical pedagogy), second language program administration; classroom research, etc.; occasionally teaching EAP courses in the English Language Institute; conducting workshops both locally (for Hawai'i Department of Education teachers) and internationally, for second language specialists.

**CoTESOL is a member of the Rocky Mountain regional
TESOL accord**



CoTESOL PLENARY: Susan Gaer

Shaping how we learn – 21st Century Skills

Saturday, November 15, 2014 | 8:45-10:00 AM | Jefferson

SPONSORED BY: Pearson ELT

SUMMARY:

The industrial revolution is over. Bloom's taxonomy has changed. We are well into the 21st century, but how much has learning changed over all this time? How can we help our students achieve success in the 21st century and beyond? Susan Gaer will discuss the paradigm shifts in education from the significant change to Bloom's taxonomy in the 1990s to the flipped learning perspective of today. She will share examples of student interactions using tools such as Socrative, Quizlet and the Google Drive. While formal education has changed little over the last 100 years, the tools we use have evolved dramatically from the blackboard, to computers, and now mobile devices. By gaining a better understanding of current learning ideas and technology, we can take our students into the next century.



Susan Gaer

BIO:

Susan Gaer has worked as an ESL teacher since 1980 and currently teaches at the Santa Ana College School of Continuing Education. She is an avid user of technology and trains teachers online for TESOL and the Outreach Technical Assistance Center (OTAN). Susan is a frequent conference presenter, showcasing the use of technology with adult learners from the literacy level through transition to college. She has co-authored books and teacher's manuals, served on the executive boards for CATESOL (California Teachers of English to Speakers of Other Languages) and TESOL, and contributed to standing committees for professional development and technology. Susan holds a master's degree in English with emphasis in TESOL from San Francisco State University and a master's degree in Educational Technology from Pepperdine University. She is currently the Nominating Committee Chair for TESOL.

FEATURED PRESENTATION

Establishing and Sustaining an Action Research Agenda

Friday, November 14, 2014 | 10:15-12:00 PM | Golden

SPONSORED BY: CoTESOL's Teacher Education and Action Research Special Interest Group

ABSTRACT:

Whether you realize it or not, you're already a researcher! Every day educators develop plans, implement lessons, evaluate and analyze outcomes, and adjust future actions. Come to this session to learn how to be more intentional and systematic in these endeavors. Learn how to formulate a good research question, how to collect and analyze data, and how to use your findings to inform your teaching. Let's share stories and experiences, and leave prepared to have fun exploring the educational problems that most perplex us.



Dr. Susan Hopewell

BIO:

Dr. Susan Hopewell is an Assistant Professor of Education at CU, Boulder. Her research interests include issues of language, literacy, culture, and equity. She served for four years as an Assistant Editor for the *Bilingual Research Journal* and three years on the Board of Directors for the Colorado Association for Bilingual Education.

Co-Chairs: Connie Davis and Virginia Nicolai

VOTE! CoTESOL's Top Presentation



CoTESOL will recognize one presenter from this convention as "Best of CoTESOL." Before you leave the convention, please vote for the best presenter based on the sessions you attended. There are ballots in your tote bag and at registration. The ballot box is at registration. The CoTESOL board will choose one presenter based on all the votes and reasons for these votes. Depending on the availability of funds, the presenter chosen as "Best of CoTESOL" will receive a fully funded trip to TESOL 2015, Toronto, Canada.

FEATURED PRESENTATION

The Brain and Second Language Acquisition

Friday, November 14, 2014 | 10:15-12:00 PM | Boulder

SPONSORED BY: CoTESOL's Elementary Education Special Interest Group

ABSTRACT:

This session will focus on brain functions in second language acquisition and what implications that may have on learning. Specific scientific theories will be presented and used to frame discussion.



Fran Herbert

BIO:

Fran Herbert, M.Ed., CCC-SLP is the RDA monitoring supervisor with the Colorado Department of Education (CDE). She has participated in developing the "Culturally and/or Linguistically Diverse (CLD) Resource Toolkit" at CDE, a resource to help prevent disproportionate representation of minorities in special education. Fran is a Speech Pathologist who has worked in both the clinical and educational fields with a focus on bilingual speech and language development. She has provided numerous trainings on a state and national level on the appropriate referral and evaluation of culturally and/or linguistically diverse students who may have exceptional needs.

Co-Chairs: Lisa Marie Antweiler and Daniel Schweissing

FEATURED PRESENTATION

Improviseational English

Saturday, November 15, 2014 | 10:15-12:00 PM | Jefferson

SPONSORED BY: CoTESOL's Adult Education Special Interest Group

ABSTRACT:

Want to ignite your classroom with fun and enthusiasm? The skills and principles of improviseational theater are just what you need to inject your students with confidence and creativity. In this hilarious and interactive workshop, you'll experience games that inspire, empower, and instruct--and how to deploy them in your own classroom.



Jon Wilkerson

BIO:

Jon Wilkerson is the Director of International Funny Business and Assistant Dean of Business Programs at Colorado Heights University. He has brought the power of improvisation to individuals and organizations in seven different countries.

Co-Chairs: Kate Goodspeed and Genevieve Hale

FEATURED PRESENTATION

A Comedian's Classroom: Interpersonal Skills Through Improv

Friday, November 14, 2014 | 2:30 – 4:15 PM | Conifer

Sponsored by: CoTESOL's Content Area Special Interest Group

ABSTRACT:

Improv comedians rely on excellent communication and teamwork to create on-the-spot comedy. To gain these skills, comedians use a series of games which build memory, concentration, and nonverbal communication. This comedian-led session demonstrates these games while explaining why they build essential classroom and interpersonal skills for language learners.



Jesse Greaves-Smith

BIOs:

Jesse Greaves-Smith received his masters in curriculum and instruction from the University of Denver, where he founded and coached Skintight Outrage, the DU Improv Comedy team. He has been in numerous house teams and shows at the Bovine Metropolis Theater in Denver, where he can currently be seen most weeks in GleeProv, the improvised high school musical. For nine summers he has designed the outdoor education curriculum for the local Boy Scout council. He focuses on using his comedy and Scouting experience to enhance learning in his science classroom in an at-risk, multilingual, charter school in Lakewood, CO.

Co-Chairs: Susan Holloway and Sandy Stokely



www.cotesol.org

FEATURED PRESENTATION

Making Science Accessible to Multilingual High School Students: Strategies, Challenges, and Opportunities

Friday, November 14, 2014 | 2:30-4:15 PM | Boulder

Sponsored by: CoTESOL's Secondary Education Special Interest Group

ABSTRACT:

We will explore ways to create linguistically responsive learning in high school science classrooms. Workshop activities will enable participants to make science accessible to multilingual learners using various pedagogical and instructional tools. The workshop plans to create a space where educators can come together and engage in meaningful and productive discourse.

BIO:



Dr. Geeta Verma

Geeta Verma is an associate professor of science education at University of Colorado Denver's School of Education & Human Development. Her research work, grounded in sociocultural theory, integrates equity issues in science education, curriculum discourse and ethnic studies in immigrant communities. In particular, she is interested in finding out how pre-service and in-service teachers explore curricular, pedagogical and instructional spaces in their classrooms to facilitate access to science. Her work has been published in various peer-reviewed journals such as *Cultural Studies of Science Education*; *Journal of Science Teacher Education*; the *Journal of College Science Teaching*; the *Journal of Curriculum and Pedagogy*; *Science Scope*; and *Science and Children*. She recently published a book (co-editor Gertrude Tinker Sacs) titled, "Critical Mass in the Teacher Education Academy: Symbiosis and Diversity". National Science Foundation has funded her work related to recruitment and retention of minority students in STEM fields. She has served as panel reviewer for the National Selection Committee (NSC) for the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) administered by National Science Foundation. Dr. Verma serves as the associate editor for the *Electronic Journal of Science Education* and on the editorial and review board of many journals.

Co-Chairs: Michelle Raese and Madhavi Tandon

CoTESOL is the Colorado affiliate of TESOL International



FEATURED PRESENTATION

Teaching for Social Justice: Building Schools, Critical Pedagogy, and Urban Education

Saturday, November 15, 2014 | 9:15 – 11:00 AM | Spruce

SPONSORED BY: CoTESOL's Intensive English Program/Higher Education Special Interest Group

ABSTRACT:

In this Higher Ed forum, our three highly esteemed guests will be invited to introduce language learning and teacher education within a critical pedagogic framework and to debate the significant work that language educators need to do today to prepare students to take control of their lives through active citizenship. Questions to be discussed may include: What does it mean to teach for social justice, and why does it matter? What are the goals of our language programs today, and what possibilities are there for schools of the future? How can transforming language pedagogy help to transform lives? After the invited guests introduce themselves, describe their values and beliefs about education, and briefly discuss core issues involving education for social justice, the audience will be invited to join in the discussion.



Barbara Sample



Dr. Kara Mitchell Viesca



Dr. Graham Crookes

BIOs:

Dr. Graham Crookes: Member of the graduate faculty of the Department of Second Language Studies, teaching courses and seminars in second language learning and teaching pedagogy and theory, e.g., practice teaching supervision (practicum), "innovative"/alternative approaches (including critical pedagogy), second language program administration; classroom research, etc.; occasionally teaching EAP courses in the English Language Institute; conducting workshops both locally (for Hawai'i Department of Education teachers) and internationally, for second language specialists.

Barbara Sample: Founding Member and current Vice President of Spring Institute for Intercultural Learning; Partner of RESULTS; Member of Adult Education Committee at Park Hill United Methodist Church; Co-founder, first President, former Treasurer and Executive Board Member, and active member of CoTESOL; active Member of International TESOL; served as Board Member of Colorado Council of International Organizations (CCIO); Member of International Society for Intercultural Education, Training and Research (SIETAR); served as founding Board Member of Credit for All, a microcredit not-for-profit; Host Family for International students with Spring International Language Center.

Dr. Kara Mitchell Viesca: Kara Mitchell Viesca, PhD, is an Assistant Professor in Culturally and Linguistically Diverse Education at CU Denver. She has taught multilingual learners and their teachers from pre-kindergarten through graduate school in China, Mexico, Germany, Virginia, California, Massachusetts and Colorado. Currently, she is leading a 1.9 million dollar grant focused on supporting the improved work of mainstream teachers working with multilingual learners. Overall, Dr. Viesca's scholarship focuses on advancing equity in the policy and practice of educator development, particularly for multilingual learners and their teachers.

Co-Chairs: Michael Regan and Elizabeth Schroeder

FEATURED PRESENTATION

Content Connections in the ELD Classroom

Saturday, November 15, 2014 | 9:15-10:00 AM | Conifer

SPONSORED BY: CoTESOL's Elementary Education Special Interest Group

ABSTRACT:

This interactive session will model 3 ways to use content materials as a basis for language and literacy focused activities across different proficiency. Participants will observe and engage in using visual images, mix and match, and Language Experience activities to demonstrate how connecting to content in language development classes can support students' academic success.



Nancy Commins

BIO:

Nancy Commins is a Senior Instructor for Linguistically Diverse Education and Urban Community Teacher Education at the University of Colorado at Denver. Her career includes teaching, administration, and consulting with linguistically and culturally diverse populations in a variety of contexts over the past three decades. She has lived and worked in Israel, Mexico and, most recently, Finland where she spent the 2011-12 academic year as a Fulbright scholar developing a project titled "Immigrant Integration: Preparing the Next Generation of Teachers." Nancy.Commins@ucdenver.edu

Co-Chairs: Lisa Marie Antweiler and Daniel Schweissing

Convention Evaluation



The convention evaluation is now open on the CoTESOL website www.cotesol.org. The survey should take no longer than 2-3 minutes to complete. Please help the incoming board improve next year's convention by taking a few minutes to complete it. The survey will remain open until November 30, 2014.

FEATURED PRESENTATION

Collaborative Online Learning: Connecting Academic Language and Content

Saturday, November 15, 2014 | 11:15-12:00 PM | Conifer

SPONSORED BY: CoTESOL's Elementary Education Special Interest Group

ABSTRACT:

This session introduces participants to collaborative online learning modules that are being developed at the University of Colorado Denver to support academic language development in content classrooms, especially in math and science. After a brief overview of the project, participants will engage in sample module activities and learn about UCD's ongoing research on these modules.

BIOs:



Nancy Commins

Nancy Commins is a Senior Instructor for Linguistically Diverse Education and Urban Community Teacher Education at the University of Colorado at Denver. Her career includes teaching, administration, and consulting with linguistically and culturally diverse populations in a variety of contexts over the past three decades. She has lived and worked in Israel, Mexico and, most recently, Finland where she spent the 2011-12 academic year as a Fulbright scholar developing a project titled "Immigrant Integration: Preparing the Next Generation of Teachers."

Nancy.Commins@ucdenver.edu



Liz Mahon

Liz Mahon is an Assistant Clinical Professor of Culturally and Linguistically Diverse Education at the University of Colorado at Denver. Having grown up in Dhahran, Saudi Arabia, Mahon developed a curiosity about other cultures that led her to pursue a career as an ESL teacher and school psychologist in both Colorado and North Carolina.

As a professor, Mahon hopes to use her enthusiasm and experience in the field to help support teachers as they strive to analyze and improve their practices.

Elizabeth.Mahon@ucdenver.edu

Co-Chairs: Lisa Marie Antweiler and Daniel Schweissing



Live Entertainment



Fri., Nov. 14, 2014

5:00 p.m.

Jefferson Ballroom

"Along with dreams, they brought their songs; that's how the west was sung."

No Wii? No iPod? No reality TV? Find out what the pioneers and miners of the frontier West did for fun in this entertaining 45-minute performance by Central City Opera. The adventurous lives of Colorado historical figures Molly Brown, Horace and Baby Doe Tabor, and Clara Brown make great opera stories!

**Central
City
Opera**

presents

**"How the
West
Was
Sung"**



Get an M.A. in TESL/TEFL!



Colorado State University

Program Overview:

- Provides graduates with practical and theoretical knowledge of methods as well as a comprehensive understanding of the form and communicative functions of English.
- Integrates pedagogy, linguistics and classroom experience to prepare graduates to be teachers and/or administrators in the U.S. and abroad.
- Provides students with the necessary tools for ongoing professional growth, and to serve as models of effective pedagogy.
- Offers a joint M.A. in TESL/TEFL and in a Foreign Language.

Program Benefits:

- Low faculty-to-student ratio
- Diverse student population
- Formal supervised teaching, internships, and assistantships
- Graduate Student Association
- Availability of Composition assistantships and internships
- Affiliation with Peace Corps Masters International program

Program Curriculum:

- Theories of FL/SL Learning
- Teaching EFL/ESL
- Syntax for TESL/TEFL
- Phonology/Morphology for TESL/TEFL
- Assessment in TESL/TEFL
- Practicum (2-3 credits)
- Electives (e.g., Research Methods, Sociolinguistics, Intercultural Comm.)
- Portfolio, Project, or Thesis

INTO CSU

...

INTO (an intensive English language program) offers TESL/TEFL students:

- PD opportunities
- Volunteer opportunities
- Conversation partner experiences
- Assistantships
- Internships

For more information:



Email: english@colostate.edu



A Special Thanks to the CoTESOL Board

Members for Planning and Organizing This 38th Annual Fall Convention

Past President-Erin Kimmel; **President**-Chris Tombari; **1st Vice President and Convention Chair**-Jennifer Shank; **2nd Vice President and Program Chair**-Sarah Austin; **Publishers Liaison**-Bruce Rogers; **Communications Liaisons**-Hilario Benzon, Christine Deines; **Executive Secretary**-Larry Fisher; **Entertainment/Hospitality Liaison**-Dieter Bruhn; **Adult Education SIG Chairs**-Kate Goodspeed, Genevieve Hale; **Teacher Education / Action Research SIG Chairs**-Connie Davis, Virginia Nicolai; **Elementary Education SIG Chairs**-Lisa Marie Antweiler, Daniel Schweissing; **IEP/Higher Education SIG Chairs**-Elizabeth Schroeder, Michael Regan; **Secondary Education SIG Chairs**-Madhavi Tandon, Michelle Raese; **Content Area SIG Chair**-Susan Holloway, Sandy Stokely; **Member-at-Large**-Liliana Graham.



Presentation Abstracts

FRIDAY, NOVEMBER 14

PLENARY

8:45 A.M. – 10:00 A.M. JEFFERSON

Cross-Cultural Mis/Communication with English Learners: A Matter of Life or Breath

Usually everyone who teaches English language learners has undergone a training program to learn about language acquisition, linguistics, bilingualism, and the various methodologies of language teaching and learning. Cultural training is touched on, but the most important aspect that makes us good teachers is our own experiences of cross cultural mis/understanding that arise within any cultural interactions, and the actions/reactions that manifest themselves, especially in the classroom. The presenter will be speaking about the importance, significance, and benefits of enhancing your own cultural experience as it adds to the understanding of students, and how it sheds light on why students behave and respond as they do.

Dr. Eileen Ariza

(Sponsored by The Fullbright Program)

FRIDAY, NOVEMBER 14

Sessions (Alphabetical by Room)

Starting at 9:15 A.M.

FRI., NOV. 14, 9:15 A.M., BOULDER

Workshop - 45 minutes

GA, AE

Beyond the Basics: The Need to Teach More Than Reading, Writing, Listening, and Speaking

All second language instructors focus on the four skills of reading, writing, listening, and speaking. In addition to these, are there skills that can be taught to not only facilitate their learning, but help learners gain near-native proficiency? There are, and they are easy to add to an educator's repertoire!

Brenda Fox, CCA/Starbright Learning, starrbees@gmail.com

FRI., NOV. 14, 9:15 A.M., CLUB LOUNGE

Workshop - 45 minutes

TE/AR, GA, IEP/HE

Creating a Framework for Praxis

What is praxis, and can we use it to guide teaching and learning? Educator Paolo Freire defined praxis as "acts that shape the world", charging teachers with the discipline of teaching "freedom" through language. This workshop examines personal praxes as a framework for instruction.

Michelle Raese, IEC - UCB, raese@colorado.edu

FRI., NOV. 14, 9:15 A.M., CONIFER

Workshop - 45 minutes

EE, SE

Scaffolding Close Reading for English Language Learners

Participants in this interactive workshop will experience effective scaffolding strategies to help English Language Learners access complex text, create a list of strategies that worked, write challenging text-based questions, and discuss the purpose of close reading.

Elizabeth Skelton, ellbeth@bethskelton.com

FRI., NOV. 14, 9:15 A.M., EVERGREEN

Demonstration - 45 minutes

AE, GA, IEP/HE

Engaging Adult Learners with Theatre Games

How can we get our adult learners moving and talking from day one? This demonstration will provide a foundation for incorporating theatre techniques into the classroom. Participants will have the opportunity to play theatre games and discuss different methods for building these techniques into any English level class.

Donna Olson, EGTC, dolson@emilygriffith.edu

FRI., NOV. 14, 9:15 A.M., GOLDEN

Discussion - 45 minutes

AE, IEP/HE

Women, Confidence, and Professional Advancement

Current research suggests women's lack of confidence may be the biggest deterrent to their professional success. What does "confidence" look like in the ESL field? This discussion focuses on actions women can take to advance

professionally. Expect a lively discussion during which participants can ask questions and share experiences.

Ruth Moore, IEC - UCB, ruth.moore@colorado.edu

Susan Fouts, susan.fouts@colorado.edu, IEC - UCB

FRI., NOV. 14, 9:15 A.M., MT. EVANS

Paper - 45 minutes

AE

Cafecito Amigo: Creating Authentic Engagement Among Neighbors

Cafecito Amigo is a new, quarterly program with Douglas County Libraries that aims to bring low-intermediate to advanced English Language Learners together with fluent and native English speakers. The goal is to share knowledge, skills, creativity and casual conversation while enjoying diversity, traditions and cultures in the community.

Tiffany Curtin, Douglas County Libraries,

tcurtin@dclibraries.org

Marta Pardo, pardomarta@hotmail.com, Douglas County Libraries

FRI., NOV. 14, 9:15 A.M., PARKER

Demonstration - 45 minutes

AE, IEP/HE

Visual Media Presentation as an ESL Teaching Method

Learn about Visual Media Presentation as an ESL Teaching Method. This presentation will offer options and alternatives regarding use of video and video cameras in ESL instruction to various levels of ESL students.

Mike Hammond, IEC - UCB, mike.hammond@colorado.edu

FRI., NOV. 14, 9:15 A.M., PIKES PEAK A

Paper - 45 minutes

GA, SE, TE/AR

Student Voices on College and Career Readiness

In this study, Lisa Hernbloom explores the ways in which Race to the Top reforms position students, and the ways in which English language learners respond to this positioning. She examines the words of policymakers and juxtaposes the words of English language learners to identify points of consonance and dissonance.

Lisa Hernbloom, FRCC, lhernbloom78@gmail.com

FRI., NOV. 14, 9:15 A.M., PIKES PEAK B

Demonstration - 45 minutes

AE, IEP/HE

Question Formulation (and Negative Statements) Made Simple

Most grammar textbooks falsely imply that there are dozens of rules behind formulating questions. The presenter will demonstrate the three basic patterns of question formulation (and, time permitting, negative statements), providing participants a model to quickly and easily develop their own exercises for students needing structured question formulation practice.

Daniel M. Schweissing, CCA,

daniel.schweissing@ccaaurora.edu

FRI., NOV. 14, 9:15 A.M., SPRUCE

Workshop - 105 minutes

EE, SE, PA

Co-teaching: Meeting the Needs of English Learners

This session is designed to share research-based methods and strategies for co-teaching to meet the needs of English learners in the mainstream classroom. Content will look at the history of a successful co-teaching model, identifying elements for change, the exploration of co-teaching approaches and creating a plan to implement co-teaching.

Lisa Drangsholt, Cherry Creek S.D.,

ldrangsholt@cherrycreekschools.org

Dr. Holly Porter, hporter3@cherrycreekschools.org, Cherry Creek S.D.

Lori Saylor, ldietrich-sayle@cherrycreekschools.org, Cherry Creek S.D.

FRI., NOV. 14, 9:15 A.M., SUITE 218

Paper - 45 minutes

AE, IEP/HE

Engaging Asian Students in Classroom Interactions

The presenters will review research findings related to cultural factors and student perceptions that affect their involvement in classroom interactions and present challenges for classroom instructors. Next, they will discuss specific strategies for improving Asian students' class participation by focusing on L1/L2 culture differences, cooperative learning, and student assessment.

Tatiana Nekrasova-Beker, CSU,

t.nekrasova_beker@colostate.edu

Kenshin Huang, kimsoyeaneer@yahoo.com.tw, CSU

FRI., NOV. 14, 9:15 A.M., SUMMIT A

Publisher Session - 45 minutes

Workshop-Style Language Learning

Is what you teach cognitively engaging? Intrinsically interesting? Culturally connected? Communicatively purposeful? Presentation includes overview of a youth volunteer project with eco-friendly jewelry created with ornamental seeds from Brazil supporting a cause, familiarization with the beads, and exploration of application in original classroom activities for all levels of language proficiency.

Dorly Piske, WY Partners of the Americas,
piskedp@uwyo.edu

FRI., NOV. 14, 9:15 A.M., SUMMIT B

Paper - 45 minutes
IEP/HE, TE/AR

Junction of Technology Tools and Language Educators

Feeling left at the station when it comes to using technology tools? This presentation reports on a study investigating the impact of language educators' perspectives and use of technology on their integration of technology tools in the classroom and online learning environment. Recommendations for continued teacher education will be provided.

Kirsten Stauffer, IEC - UCB, kirsten.stauffer@colorado.edu

FRI., NOV. 14, 9:15 A.M., SUMMIT C

Workshop - 45 minutes
TE/AR, IEP/HE

What an Experienced Teacher Can Learn from the CELTA

Experienced teachers can always learn new techniques, methods, and procedures. In this session, we relay our own experiences of what we and other experienced teachers learned from the CELTA. We conduct a series of short interactive activities during which participants assess their knowledge of various common classroom practices.

Curt Reese, University of Texas at Austin,
curtreese@utexas.edu

FRIDAY, NOVEMBER 14
Sessions (Alphabetical by Room)
Starting at 10:15 A.M.

FRI., NOV. 14, 10:15 A.M., BOULDER

FEATURED PRESENTATION – 105 MINUTES

The Brain and Second Language Acquisition

This session will focus on brain functions in second language acquisition and what implications that may have on learning. Specific scientific theories will be presented and used to frame discussion.

Fran Herbert
Colorado Department of Education

(SPONSORED BY ELEMENTARY EDUCATION (EE) SIG)

FRI., NOV. 14, 10:15 A.M., CLUB LOUNGE

Paper - 45 minutes
IEP/HE, PA, TE/AR

Identifying Underperforming Students with Vocabulary Level Testing

Vocabulary size directly affects reading comprehension, and students need mastery of at least the first 1000 words in English to succeed. Presenters will show how they: digitized a test to assess students, analyzed the results, and created a system for early identification of students not meeting the required vocabulary size.

Sarah Kalert, INTO CSU, sarah.kalert@colostate.edu
Nancy Berry, nancy.berry@colostate.edu, INTO CSU
Amber Patterson, amber.patterson@colostate.edu, INTO CSU

FRI., NOV. 14, 10:15 A.M., CONIFER

Paper - 45 minutes
IEP/HE, TE/AR

Successful Outcomes from Sustained Professional Development Experiences

More than forty teachers who work with English Learners (ELs) participated in sustained professional development (PD). Participants answered pre- and post-survey questions focused on how prepared they felt to instruct ELs and were observed in the classroom. Results showed significant improvement in the teachers' ability to instruct ELs.

Leslie Grant, UCCS, lgrant@uccs.edu
Barbara Frye, UCCS, bfrye@uccs.edu
Angela Bell, UCCS, abell6@uccs.edu
Stephanie Dewing, UCCS, sdewing2@uccs.edu

FRI., NOV. 14, 10:15 A.M., EVERGREEN

Workshop - 45 minutes
AE, EE, GA

All on Board for Stand-up Literacy Activities

These activities for pre-literate adults strengthen developing literacy skills and build confidence. From letter recognition to time-telling, these activities bring out students' competitive nature. Quiet students become leaders. Clapping results when tasks are completed. Experience these activities for yourself and take home a packet of materials for your classroom.

Kate Goodspeed, Emily Griffith Technical College,
katherine_goodspeed@dpsk12.org

FRI., NOV. 14, 10:15 A.M., GOLDEN

FEATURED PRESENTATION – 105 MINUTES

(SPONSORED BY TEACHER EDUCATION / ACTION RESEARCH
(TE / AR) SIG)

Establishing and Sustaining an Action Research Agenda

Whether you realize it or not, you're already a researcher! Every day educators develop plans, implement lessons, evaluate and analyze outcomes, and adjust future actions. Come to this session to learn how to be more intentional and systematic in these endeavors. Learn how to formulate a good research question, how to collect and analyze data, and how to use your findings to inform your teaching. Let's share stories and experiences, and leave prepared to have fun exploring the educational problems that most perplex us!

Dr. Susan Hopewell, UCB, susan.hopewell@colorado.edu

FRI., NOV. 14, 10:15 A.M., JEFFERSON

Panel - 45 minutes
GA

Immigration Issues for Educators

Arm yourself with up-to-date information about immigration issues. Develop a deeper understanding of current U.S. and Colorado immigration laws and policies and how they impact you, your work, your students, and their families. This session includes handouts, resources, video, interactive discussion, and questions and answers.

Lee Ann Gott, Rights for All People, lagott88@gmail.com
Kathy Bougher, UCD, Coloradans for Immigrant Rights,
kathybougher@hotmail.com

FRI., NOV. 14, 10:15 A.M., MT. EVANS

Paper - 45 minutes
CALL, IEP/HE, PA

Rendering Institutional Policies Transparent to Language Learners

Through the implementation of digital announcements, administrators can increase transparency of institutional policy, events, and expectations. The researcher will elaborate on the importance of student interaction with school policy and the effects it has on student perceived connectedness and satisfaction. The findings and implications will be presented and discussed.

Andrew Bennett, CHU, abennett@chu.edu

FRI., NOV. 14, 10:15 A.M., PARKER

Discussion - 45 minutes
IEP/HE, SE

The Five-paragraph Essay Controversy

Despite the on-going criticism about the teaching of the five-paragraph essay, it may not be a method that can be easily discarded. The presenters will briefly address its role in their advanced writing classes. Sample essays will be shown. The discussion that follows aims to shed light on this controversy.

Shirlaine Castellino, SILC, shirlaine.c@spring.edu
Karyl Chalfin, SILC, karylchalfin@hotmail.com

FRI., NOV. 14, 10:15 A.M., PIKES PEAK A

Demonstration - 45 minutes
AE, IEP/HE

Teaching Organizational Skills to Improve College Readiness

An integral part of U.S. classroom culture is organizational skills, including time- management, note-taking and organizing class materials. The presenters will share results of an action research study integrating organizational skills into college ESL courses. They will then facilitate three research-based organizational activities to utilize in the ESL classroom.

Lisa Wexler, CCA, lisa.wexler@cgaaurora.edu
Yelena Karabushin, CCA, yelena.karabushin@cgaaurora.edu

FRI., NOV. 14, 10:15 A.M., PIKES PEAK B

Workshop - 45 minutes
AE, IEP/HE

Beyond Teaching Grammar Rules and Concepts

Teachers can teach meaningful grammar to learners, and not just limited to grammar rules and concepts. Two approaches of teaching grammar will be introduced (inductive and deductive), including elements for teaching effectively. The order in which a model is presented fosters or interferes with the development of students' productive skills.

Kenia Campbell, CHU, kcampbell@chu.edu

FRI., NOV. 14, 10:15 A.M., SUITE 218

Publisher Session - 45 minutes
The Learner's Edge

Achieving Proficiency: Reading, Writing, & Critical Thinking

Achieving Proficiency: Reading, Writing, & Critical Thinking Intervention program for ELLs (Grades 4-Adult) which develops strong literacy skills in reading comprehension, critical thinking, and analytical writing. Students enjoy this approach and gain confidence as they become proficient in English. Program aligns with standards and results in student success in reading and writing! Research and handouts provided.

Bonnie E. Scudder, The Learner's Edge,
bscudder@rscudder.com

Ken Andrews, The Learner's Edge

Diane Johnson, The Learner's Edge, ddj6790@aol.com

FRI., NOV. 14, 10:15 A.M., SUMMIT A

Publisher Session – 45 minutes

Project Success: A New Approach to CCR

Today's adult ESL students who aspire to post-secondary education and workplace success need a different approach to learning. Project Success, a new standards-based, media-rich hybrid course, develops creative and critical thinking skills, promotes self-directed learning, and improves student's ability to communicate in social, educational, and professional situations.

Susan Gaer
Pearson ELT

FRI., NOV. 14, 10:15 A.M., SUMMIT B

Workshop - 45 minutes
EE, TE/AR, GA

Guided Self-reflection to Inform Professional Development

Attendees complete a guided self-assessment of their own teaching practices related to culturally responsive instruction of English learners. Attendees then identify an area to improve their practice and write specific action items to

address that area. Attendees leave with strategies and teaching methods to support attaining their action item.

Juli Sarris, UCB, juli.sarris@colorado.edu

FRI., NOV. 14, 10:15 A.M., SUMMIT C

Demonstration – 45 minutes
SE, IEP/HE

Building Bridges between Reader and Text: Inferencing Techniques That Work

To infer meaning is an essential skill addressed in reading classes, but often with marginal success. This session examines why teachers are not always successful assisting students with this reading skill and offers useful techniques for helping students bridge the gap between the knowledge they bring and the author's intentions.

Charl Norloff, IEC - UCB, norloff@colorado.edu
Debra Daise, ELC – DU, dadaise@gmail.com

FRIDAY, NOVEMBER 14

PLENARY

11:15 A.M. – 12:00 A.M. JEFFERSON

Reading Strategies and Skills: A Moveable Feast

By teaching both the English language and a "buffet" of reading strategies, we guide students toward becoming strategic readers and critical thinkers—a gift they can take with them, one that contributes to their success in both other classes and their work life. But which strategies should we focus on in academic ESL classes? When there seem to be so many strategies and such limited class time, how can we prioritize? When evidence increasingly points to the importance of vocabulary, how can we apply new research from corpus linguistics? This presentation will discuss how teachers can make best use of a skills-based textbook and also go beyond the book, without having to sacrifice weekends to lesson planning. A handout will be provided.

Pamela Hartmann

(Sponsored by Cambridge University Press)

FRIDAY, NOVEMBER 14

Sessions (Alphabetical by Room)

Starting at 11:15 A.M.

FRI., NOV. 14, 11:15 A.M., CLUB LOUNGE

Demonstration - 45 minutes
AE, IEP/HE

Gamifying L2 Grammar Learning: A Color-Based Approach

In this session, the presenter will demonstrate how to create and use color-coded grammar flashcards in meaningful, intriguing, and interactive ways to facilitate L2 students'

spoken and written production. The grammar flashcards can be adapted to various levels of proficiency.

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

FRI., NOV. 14, 11:15 A.M., CONIFER

Discussion - 45 minutes
CA, EE, SE

National Geographic's Ultimate Field Trip for Teachers!

The National Geographic Grosvenor Teacher Fellowship provides one-of-a-kind professional development in global/geo-education through expeditions aboard the ship National Geographic Explorer. Experience this year's "Circumnavigation of Iceland" expedition with a 2014 Fellow and get inspired to apply! Katie is a high school ESL teacher in Colorado Springs

Katie Zimmann, CS District 11, zimmaka@d11.org

FRI., NOV. 14, 11:15 A.M., EVERGREEN

Workshop - 45 minutes
AE, GA

ESL Literacy Lab: The Power of the Scaffold

Creating and managing an ESL literacy lab for struggling students in adult education programs.

Kat Bradley-Bennett, SVCAE, katpbennett@gmail.com

FRI., NOV. 14, 11:15 A.M., MT. EVANS

Workshop - 45 minutes
AE, GA

Teaching Common Mistakes Made by Spanish Speakers

Spanish speakers make similar mistakes with the English language, often because of literal translations that don't work and sounds that don't exist in their language. This fun, engaging workshop provides 2 user-friendly tools to teach some of the most common pronunciation and grammatical mistakes you hear at every level.

Debbie Goldman, Intercambio U.C.,
debbie@intercambioweb.org

FRI., NOV. 14, 11:15 A.M., PARKER

Paper - 45 minutes
IEP/HE, TE/AR

Designing for Diversity

In college writing courses, increased diversity means potential for increased awareness and new ways of approaching problems. However, traditional designs may not suit the influx of second-language learners. What's needed is a multi-dimensional range of practices. This paper examines cultural context, differences in learning style, and degrees of success.

Andrea Feldman, UCB, andrea.feldman@colorado.edu
Pilar Prostko, Dialogues Program, UCB,
pilar.prostko@colorado.edu

FRI., NOV. 14, 11:15 A.M., PIKES PEAK A

Discussion - 45 minutes
AE, GA, IEP/HE, TE/AR

Problem-Posing as Critical Inquiry

In this Workshop, participants are introduced to a series of problem-posing steps to (1) examine the importance of names in multilingual and multicultural environments, (2) analyze how personal engagement with classroom texts and critical inquiry promote the development of literacy skills, and (3) explore our individual relationship with the world.

Michael Regan, IEC - UCB, michael.regan@colorado.edu

FRI., NOV. 14, 11:15 A.M., PIKES PEAK B

Discussion - 45 minutes
AE, CA, SE

Using the PUC Method to Understand Textbooks!

Many middle and upper level students do not know how to effectively read their textbooks! The simple three-step PUC method can be applied whenever students must read for information or for understanding. Handouts and practice provided!

Deborah Hollimon, USAFA, deborah.hollimon@usafa.edu

FRI., NOV. 14, 11:15 A.M., SPRUCE

Demonstration - 45 minutes
GA, SE, IEP/HE

The Competitive Edge

Motivating students is a key ingredient to a successful classroom environment. This dynamic and engaging presentation introduces several team-based competitive games and activities that audience members can begin using tomorrow. Detailed handouts will be provided.

Dieter Bruhn, One World Training,
dbruhn@oneworldtraining.com

FRI., NOV. 14, 11:15 A.M., SUITE 218

Reserved

FRI., NOV. 14, 11:15 A.M., SUMMIT A

Publisher Session - U.S. Department of State English Language Programs

Teach ESL with U.S. Embassies Worldwide

The English Language Fellow and Specialist Programs send highly qualified ESL teachers on paid teaching projects sponsored by U.S. Embassies all over the world. These programs offer unique professional development opportunities and can greatly enhance your TESOL career. This presentation provides information on the programs and how to apply.

Benjamin Perdue, fellow@elprograms.org

FRI., NOV. 14, 11:15 A.M., SUMMIT B

Paper - 45 minutes
AE, CALL, IEP/HE, TE/AR

The Pros and Cons of "Going Paperless" in ESL Classrooms

This session reports on the dynamics of using tablets as a new 'paperless' curriculum in a second language learning context. Implementing this new study tool required innovative techniques from the teachers and altered the dynamics of communication and study habits of the students in the classroom.

Annie Semmelroth, Hiroshima Bunkyo Women's University, asemmelroth@h-bunkyo.ac.jp

FRI., NOV. 14, 11:15 A.M., SUMMIT C

Demonstration - 45 minutes
AE, IEP/HE

Music Options for ESL Teaching Materials

This presentation will demonstrate uses of music and song lyrics as ESL teaching tools in writing, listening and cultural instruction.

Mike Hammond, IEC - UCB, mike.hammond@colorado.edu

FRIDAY, NOVEMBER 14
POSTER SESSION
1:30 P.M.

FRI., NOV. 14, 1:30 P.M., REGISTRATION AREA

Poster - 45 minutes
BE, GA, IEP/HE

Building Computer Literacy for ESOL Students

A comprehensive hands on class to teach Computer Basic Skills for English as Second Language Learners who have little or no experience using a computer, to include keyboarding skills, Windows, Internet, Email, and Word. This class was revamped to not require the students to purchase books of any kind.

Traci Fielden, CCA, traci.fielden@ccaaurora.edu

FRIDAY, NOVEMBER 14
PLENARY
1:30 P.M. – 2:15 P.M. JEFFERSON

Where do we get on the critical train to re-engineer TESOL? A Whistle-Stop Tour of Critical Pedagogy

The critical language pedagogy train left the station a long time ago, but a lot of people on the mainline don't know about it. Luckily it's a slow, stopping train — you can get on the train to social justice in language teaching at many different stops. In this overview of practice elements in this perspective on education in general and language teaching in particular, the presenter will review materials and curricular options, as places to get on board with this line, along with the basic teacher orientation (a critical consciousness) and the longer-term implications of getting on the critical pedagogy train.

Dr. Graham Crookes

FRIDAY, NOVEMBER 14
Sessions (Alphabetical by Room)
Starting at 1:30 P.M.

FRI., NOV. 14, 1:30 P.M., BOULDER

Workshop - 45 minutes
GA

The Power of Pictures

Both Stephen Krashen and Howard Gardner advocate working with second language learners one step beyond what they can do on their own. This session will show educators how to utilize pictures, both captured images and students' renditions, to facilitate language learning and the building of vocabulary and syntax.

Brenda Fox, CCA/Starbright Learning, starrbees@gmail.co

FRI., NOV. 14, 1:30 P.M., CLUB LOUNGE

Demonstration - 45 minutes
GA, IEP/HE

Can Modeling Bad Oral Presentations Help Students?

Oral presentations! Do you wish your students could anticipate and, therefore, avoid typical mistakes? Teachers often overlook opportunities to model mistakes that students make with presentations. The presenter will model presentations that have problems in content and delivery, and then demonstrate how he elicits ideas for improvement from the students.

John Schillo, INTO CSU, john.schillo@colostate.edu

FRI., NOV. 14, 1:30 P.M., CONIFER

Demonstration - 45 minutes
AE, CA, IEP/HE, SE, TE/AR

Using Graphic Novels to Promote Academic Success

No longer considered just a source of entertainment, cartoons, comics and graphic novels are now used very effectively to promote ESL students' language development and academic literacy. The presenters demonstrate graphic texts and activities, which have shown to increase student motivation, vocabulary acquisition, reading, writing and critical thinking skills.

Patricia Juza, IEC - UCB, patricia.juza@colorado.edu

FRI., NOV. 14, 1:30 P.M., EVERGREEN

Demonstration - 45 minutes
GA, IEP/HE, TE/AR

I Flipped My Class, Now What?

How can teachers effectively use a flipped classroom to improve reading and writing? Presenters will demonstrate user-friendly technologies to give input at home and increase output in class. In addition, participants will learn methods for connecting flipped assignments to in-class tasks. Example videos and sample class activities are included.

Andy Fuller, English Language Fellow,
andywfuller@gmail.com

Wayne Walker, International TEFL Academy,
waywalk@gmail.com

FRI., NOV. 14, 1:30 P.M., GOLDEN

Workshop - 45 minutes
GA, IEP/HE, SE

Integrating Smartphones into the 21st Century Classroom

Once upon a time, the overhead projector was an advanced piece of technology for teachers. Eventually, it became commonplace and essential. Modern technology is now entering that realm. The presenter will show how to effectively integrate smart phones and cloud-based technology into tried-and-true classroom activities.

Vincent Adams, UCD, vincent.adams@ucdenver.edu

FRI., NOV. 14, 1:30 P.M., MT. EVANS

Paper - 45 minutes
AE, BE, GA, IEP/HE

A Teacher's Support during Project-based Learning

The purpose of this presentation is to discuss how to provide additional linguistic support to help the learners complete a project successful in a listening/speaking course. The importance of linguistic and content support during PBL, sample activities, the roles of teachers at each step will be included.

Reyila Hadeer, CSU, reyilakader@163.com

Victor Kuan, CSU, victor7812@hotmail.com

FRI., NOV. 14, 1:30 P.M., PARKER

Discussion - 45 minutes
CA, SE, GA

Collaboration: Redefining Roles of Secondary ESL Teachers

With the implementation of WIDA and the CCSS, secondary teachers are reinventing their roles. Harnessing the power of this change is crucial for our students. Gain practical strategies and resources to effectively and efficiently collaborate, build capacity and increase student achievement in your program. Get involved in the conversation!

Becky Corr, Highlands Ranch H.S., corrbj@gmail.com

Cynthia Close, Rocky Heights M.S.,
wereclose2you@gmail.com

FRI., NOV. 14, 1:30 P.M., PIKES PEAK A

Demonstration - 45 minutes
AE, SE, IEP/HE

Freewriting for Fluency

This session offers practical suggestions for using freewriting and journaling activities with ESL learners to develop their confidence, creativity, and fluency in writing. Participants will leave with an understanding of the benefits of freewriting for language learners, a list of prompts, techniques, and activities, and resources for further reading.

Martha Lederer, BridgeEnglish Denver,
mlederer@ecentral.com

FRI., NOV. 14, 1:30 P.M., PIKES PEAK B

Panel - 105 minutes
AE, BE, IEP/HE

Searching for Diversity: Successes, Failures, and Future Challenges

At Aims Community College we continue to investigate the deeper and more essential meaning of diversity. However, we are convinced that the benefits far outweigh the costs. To that end, we would like to share our successes and failures, what we have learned and what we have yet to discover.

Dr. Paul Kordis, ACC, Greeley, paul.kordis@aims.edu
Dr. Gene Meier, ACC, Greeley, gene.meier@aims.edu

FRI., NOV. 14, 1:30 P.M., SPRUCE

Workshop - 45 minutes
GA, IEP/HE

Resuscitating Your Speaking and Listening Classes

Do you want to breathe new life into your listening and speaking classes? Music, games, and social networking are often relegated to amusement status. In this dynamic workshop, participants learn to incorporate these activities into their curriculum to encourage automation of L2 skills while nurturing cultural awareness and learner autonomy.

Dr. Debra Josephson Abrams, CSU,
debra.abrams@colostate.edu
Lisa Harris, CSU, lisa.harris@colostate.edu
Kyla Masciarelli, CSU, kyla.masciarelli@colostate.edu
Kari Redmond, CSU, caroline.redmond@colostate.edu

FRI., NOV. 14, 1:30 P.M., SUITE 218

Workshop - 105 minutes
EE, PA

Systems for Teaching All Learners to Read

The presentation will highlight specific components of an effective system for teaching all learners to read at the elementary level, including assessment, instruction, professional development, and parent/community engagement. Meeting the particular needs of English Language Learners will be specifically highlighted.

Lynda Espinoza-Idle, CDE, idle_l@cde.state.co.us
Dian Prestwich, CDE, prestwich_d@cde.state.co.us

FRI., NOV. 14, 1:30 P.M., SUMMIT A

Publisher Session-45 minutes

The Fulbright Award: A Life Changing Experience.

Dr. Ariza will speak about her own Fulbright experience and project development. She will also discuss how CoTESOL members can get involved in this program and what they might expect if they are chosen to take part. This is an opportunity to ask questions and learn all that you ever wanted to know about this important program.

Eileen Ariza
The Fulbright Program

FRI., NOV. 14, 1:30 P.M., SUMMIT B

Paper - 45 minutes
AE, TE/AR, IEP/HE

Implementing an Action Research Project: Graphic Organizers

How can I develop an inquiry question and conduct action research in my classroom? This presentation reviews the development of an inquiry question, the implementation of action research, and discusses the specific conclusions from the project and general considerations for conducting an action research project.

Kelly Ryan, UCD, kellyryan1616@gmail.com

FRI., NOV. 14, 1:30 P.M., SUMMIT C

Workshop - 45 minutes
EE, SE, GA

SACPIE: What, Why, How of Family Partnering

The State Advisory Council on Parent Involvement in Education (SACPIE) was created in 2009 by the Colorado state legislature to advise on partnering with every family for positive student outcomes. This presentation will describe research-based partnering practices, share tools, and provide opportunities to action plan for specific sites or situations.

Cathy Lines, SACPIE Chair, Consultant, CDE,
clines1@comcast.net

Tomas Mejia, CDE, mejia_t@cde.state.co.us

Darcy Hutchins, CDE, hutchins_d@cde.state.co.us

FRIDAY, NOVEMBER 14
Sessions (Alphabetical by Room)
Starting at 2:30 P.M.

FRI., NOV. 14, 2:30 P.M., BOULDER

FEATURED PRESENTATION – 105 MINUTES (SPONSORED BY SECONDARY EDUCATION (SE) SIG)

Making Science Accessible to Multilingual High School Students: Strategies, Challenges, and Opportunities

We will explore ways to create linguistically responsive learning in high school science classrooms. Workshop activities will enable participants to make science accessible to multilingual learners using various pedagogical and instructional tools. The workshop plans to create a space where educators can come together and engage in meaningful and productive discourse.

Dr. Geeta Verma

FRI., NOV. 14, 2:30 P.M., CLUB LOUNGE

Paper - 45 minutes
IEP/HE

Tips for Success with Struggling Students

Have you had students who seem to understand but can't produce? Or whose language is good but whose writing is poor? Or who just can't seem to spell even the simplest words? This presentation addresses some characteristics of struggling students and gives tips on how to help them.

Debra Daise, ELC - DU, dadaise@gmail.com

Charl Norloff, IEC – UCB, norloff@colorado.edu

FRI., NOV. 14, 2:30 P.M., CONIFER

FEATURED PRESENTATION – 105 MINUTES (SPONSORED BY CONTENT AREA (CA) SIG)

A Comedian's Classroom: Interpersonal Skills through Improv

Improv comedians rely on excellent communication and teamwork to create on-the-spot comedy. To gain these skills, comedians use a series of games which build memory, concentration, and nonverbal communication. This comedian-led session demonstrates these games while explaining why they build essential classroom and interpersonal skills for language learners.

Jesse Greaves-Smith, jesse.greavessmith@gmail.com

FRI., NOV. 14, 2:30 P.M., EVERGREEN

Demonstration - 45 minutes
AE, IEP/HE

Phonics for the Adult ESL Learner

Phonics for the adult ESL learner ESL learners are often bewildered by the seeming lack of correlation between the sounds of English and the patterns of orthography. Participants will learn ways to integrate pronunciation, listening, reading and spelling instruction. The presenter will also share a variety of engaging classroom activities.

Kristine Wallace, SILC, ekm1971@hotmail.com

Susan Polycarpou, SILC, susan@spring.edu

FRI., NOV. 14, 2:30 P.M., GOLDEN

Demonstration - 45 minutes
AE, BE, GA, IEP/HE, PA, TE/AR

Using Corpora in the L2 Classroom

This demonstration will introduce participants to corpora as a resource and tool for informing and analyzing pedagogical materials and activities in the L2 classroom. The information in this demonstration will help teachers gain perspective on utilizing authentic language in the L2 classroom to improve students' learning opportunities.

Angela Sharpe, CSU, absharpe@colostate.edu

Moriah Kent, CSU, moriahkent@gmail.com

Tatiana Nekrasova-Beker

t.nekrasova_beker@colostate.edu

FRI., NOV. 14, 2:30 P.M., JEFFERSON

Workshop - 105 minutes
PA, SE, TE/AR

Identity Transformation and Secondary School Reform

Presenters describe a ten-year school-university action research project and examine the change process. Individual and organizational identity emerged as keys to innovations that resulted in significant gains in student engagement and achievement. Presenters describe tools and activities crafted in the partnership and participants will develop variations for their own use.

Mark Clarke, mark.clarke@ucdenver.edu
Annie Trujillo, NAS
Robert Hubbard, NAS

FRI., NOV. 14, 2:30 P.M., MT. EVANS

Workshop - 105 minutes
AE, GA, IEP/HE

Whaddaya Doin' to Teach Reductions?

Reductions prevalent in spoken English often confuse English learners. Equipping them to recognize, comprehend, and anticipate reduced speech improves listening skills and confidence in communicating with native speakers. This interactive workshop helps participants develop objectives, strategies, and activities for teaching reductions, including applications for all skill areas.

Heather Moffie, INTO CSU, heather.moffie@colostate.edu
Sarita Crawford, INTO CSU, sarita.crawford@colostate.edu

FRI., NOV. 14, 2:30 P.M., PARKER

Paper - 45 minutes
TE/AR, SE

Level Up! Video Game Mechanics in Education

This research explores gamification - the use of video game mechanics in the classroom. The grading systems of two Civics classes were transformed to include experience points, levels, perks, and achievements. Results show increased student attendance and academic motivation.

Lance Holly, New America School,
lholly@newamericaschool.org

FRI., NOV. 14, 2:30 P.M., PIKES PEAK A

Demonstration - 45 minutes
AE, SE

Motivation, Priorities, and Identity in the Classroom

Do your students lack motivation at times? Is learning a priority in their lives? Does identity in a new language environment influence learning? This presentation will provide strategies for fostering student engagement for adults in the ESL classroom. The presenter will demonstrate techniques for student initiative, interdependence, and accomplishment.

Erik Erikson, erikson32@comcast.net

FRI., NOV. 14, 2:30 P.M., SPRUCE

Demonstration - 45 minutes
AE, IEP/HE

Collaborative Professional Development: Practice-Oriented Book Clubs

A practice-oriented book club is a relaxed and collaborative model for professional development in which faculty read about teaching methods, implement new practices in their classrooms, then meet to discuss their experiences. Learn strategies for organizing a book club, selecting books, and facilitating discussions. Results of teacher surveys are presented.

Ruth Moore, IEC - UCB, ruth.moore@colorado.edu
Kate Furze, IEC - UCB, kate.furze@colorado.edu

FRI., NOV. 14, 2:30 P.M., SUMMIT A

Publisher Session - 45 minutes

Grammar for the Real World

Grammar rules by themselves are useless. How do we get students using the grammar in their listening, speaking, reading, and writing? In this presentation, participants will learn how to integrate skills in meaningful, real-world contexts that students want to read, write, and talk about.

Joel Deutser, NatGeo Learning (Cengage),
joel.deutser@cengage.com
Stephen Peridore

FRI., NOV. 14, 2:30 P.M., SUMMIT B

Paper - 45 minutes
GA, IEP/HE, TE/AR

How to Write a Winning Conference Proposal

Designed for instructors and administrators alike, this presentation outlines the benefits of presenting at a TESOL or affiliate conference and provides attendees with the confidence and knowledge to write a winning conference proposal. Included will be an examination of the application process and the typical elements of successful proposal writing.

Renee Longo Feather, Educational Consulting Services, LLC,
reneelongofeather@gmail.com

Jena Mathews, Bridge Language Center,
jena.r.mateichhornhews@gmail.com

FRI., NOV. 14, 2:30 P.M., SUMMIT C

Workshop - 45 minutes
EE, IEP/HE, SE

Academic Language Strategies

Academic language is a buzz phrase in all CO school districts...but how do we actually teach it? The presenters will give a brief overview of academic language. Then the majority of the session will explore tangible academic language strategies that can bridge elementary through high school.

Jeanna Doung, DPS, jeanna_doung@dpsk12.org
Denise Knochel, DPS, denise_knochel@dpsk12.org

FRIDAY, NOVEMBER 14 Sessions (Alphabetical by Room) Starting at 3:30 P.M.

FRI., NOV. 14, 3:30 P.M., CLUB LOUNGE

Paper - 45 minutes
IEP/HE

Faculty Perspectives of Undergraduate International Students

This session reports on an exploratory research study conducted at a Midwestern U.S. university about faculty perspectives of the linguistic, cultural, academic, social, and personal struggles and successes of international students and ensuing recommendations for university administrations, international student support services, and intensive English programs.

Summer Webb, IEC - UCB, summer.webb@colorado.edu

FRI., NOV. 14, 3:30 P.M., EVERGREEN

Demonstration - 45 minutes
GA, IEP/HE, TE/AR

Scaffolding Lessons to Teach Critical Thinking Skills

Using scenarios from actual Writing, Listening/Speaking, and Reading classes, this presentation will focus on using scaffolding to blend critical thinking skills into learner-centered instruction. Attendees will see how to include critical thinking activities in lessons that meet classroom and program objectives.

Nadeen Lester, FRCC, nadeen.lester@frontrange.edu
Connie Davis, IEC – UCB, constance.davis@colorado.edu

FRI., NOV. 14, 3:30 P.M., GOLDEN

Publisher Session – 45 minutes
Cambridge University Press

Get Connected: 10 Key Benefits of Online Learning

Connect ESL, the online component to Interactions and Mosaic, is a next-generation online environment that was custom designed for student's needs outside of the classroom. In this session, the presenter will demonstrate how an online component enhances student learning and provides more options to EAP instructors. A range of benefits, from embedded ebooks to flexible assignments and custom-designed homework, will be covered. Students need to practice the skills and vocabulary introduced in class, and Connect ESL provides additional exercises which are auto-graded. It also has a full ebook, which allows students to read their book online and the instructor to project the book in class. The audio is embedded into the ebook so students can easily re-listen to these selections. Teachers can customize homework and also upload documents and videos to the platform for additional instruction and practice. Connect ESL is also the platform used by millions of college students so ESL students are also getting technology practice that will benefit them in future studies.

Melissa Struck, Cambridge University Press,
mstruck@cambridge.org

FRI., NOV. 14, 3:30 P.M., PARKER

Paper – 45 minutes
BE, EE, PA

Leading a Diverse School During High Levels of Accountability

The challenges teachers and students face are daunting due to district and state scrutiny of test scores and teacher effectiveness to ensure a high level of accountability. The

focus will be on the fundamentals of leading culturally and linguistically diverse students and teachers toward successful academic results.

Sally Nathenson-Mejia, UCD, sally.nathenson@ucdenver.edu
Maria Uribe, UCD, maria.uribe@ucdenver.edu

FRI., NOV. 14, 3:30 P.M., PIKES PEAK A

Workshop - 45 minutes
AE, GA, IEP/HE

American Culture through Songs and Movies

Cultural aspects are sensitive issues in the classroom, but everybody can relate to a movie character or get a song stuck in their head. Students can learn about America's culture by listening to songs from great movies. This workshop will provide a list of movie songs and classroom activities.

Jeniffer Shull, Catholic Charities of Central Colorado,
jshull@ccharitiescc.org

FRI., NOV. 14, 3:30 P.M., PIKES PEAK B

Demonstration - 45 minutes
CALL, AE, IEP/HE

Taste Testing: New Ideas for Authentic Assessment in the Classroom

This session focuses on authentic and alternative testing methods, giving teachers a taste of new ideas and resources for assessment, which they can readily use in their own classroom. The content of the session provides a stronger understanding of alternative assessment and a cache of resources for future use.

Olivia Conner, IEC - UCB, olivia.conner@colorado.edu
Nick Einterz, IEC - UCB, john.einterz@colorado.edu

FRI., NOV. 14, 3:30 P.M., SPRUCE

Paper - 45 minutes
IEP/HE, PA

Converting a Seven-Week IEP to a Semester-Long Program

Is your IEP considering moving from shorter to longer terms of study? This paper presents a year-long, research-based collaborative project of converting a 7-week IEP to a semester-long program. Presenters describe stages of planning and implementation, suggest ways of involving faculty in the process, and reflect on lessons learned.

Beth Cloven, INTO CSU, beth.cloven@colostate.edu
Nancy Berry, INTO CSU, nancy.berry@colostate.edu
Evelyn Pierro, INTO CSU, evelyn.pierro@colostate.edu

FRI., NOV. 14, 3:30 P.M., SUITE 218

Publisher Session - 45 minutes
PhonicsQ

Organize and Access English Sounds Using Picture Cues

Learn phonics and its application to ESL instruction. Discover spelling patterns and the repertoire of spelling for each vowel sound. Participate in a pre/post assessment for use in classrooms. Witness the power of a picture as a cueing device to connect letters and sounds for decoding, encoding and pronunciation.

Phyllis Herzog, PhonicsQ, prherzog@comcast.net

FRI., NOV. 14, 3:30 P.M., SUMMIT A

Demonstration - 45 minutes
CALL, IEP/HE, TE/AR

Designing Vocabulary Lists and Autonomous Learning Modules

The rapid growth in the field of English for Specific Purposes leaves many English programs in a scramble to provide adequate materials. How can educators address this need? This session shows how to generate data driven teaching materials by adapting authentic content area materials with new corpus and learning technologies.

Devon Jancin, CSU, djancin@gmail.com
Tara Brandenburg, CSU, tara.brandenburg@colostate.edu
Albatool Abalkheel, CSU, taallaa@hotmail.com

FRI., NOV. 14, 3:30 P.M., SUMMIT B

Panel - 45 minutes
IEP/HE, PA, TE/AR

Fostering Change, Removing Barriers: In-house Professional Development

Bridging the gap from professional development to classroom implementation and program development can be mysterious, but it doesn't have to be. Listen to an expert panel discuss a variety of in-house training and teaching methods used by our IEP program to maximize student achievement through innovative approaches to improving instruction.

Sara Vandenberg, UCCS, svanden2@uccs.edu
Mary Hanson, UCCS, mhanson3@uccs.edu
Olga Kalmykova, UCCS, olga.vlad.kalmykova@gmail.com
Nathan Doan, UCCS, npdoan@gmail.com
Rosanna Czarnecki, UCCS, rosanna.czarnecki@gmail.com

FRI., NOV. 14, 3:30 P.M., SUMMIT C

Demonstration - 45 minutes
EE

Academic Language and Culture in Elementary Classrooms

Math and science instruction for English learners must include academic language and cultural support and instruction. Session participants learn four strategies for connecting math, science, academic language and culture at the elementary level. They will also view photographs from third-grade lessons that illustrate these strategies.

Dr. Elizabeth Franklin, UNCO, elizabeth.franklin@unco.edu
Julie Williford, Dos Rios Elementary School, D-6,
jwilliford@greeleyschools.org

SATURDAY, NOVEMBER 15
PLENARY
8:45 A.M. – 10:00 A.M. JEFFERSON

Shaping How We Learn—21st Century Skills

The industrial revolution is over. Bloom's taxonomy has changed. We are well into the 21st century, but how much has learning changed over all this time? How can we help our students achieve success in the 21st century and beyond? Susan Gaer will discuss the paradigm shifts in education from the significant change to Bloom's taxonomy in the 1990s to the flipped learning perspective of today. She will share examples of student interactions using tools such as Socrative, Quizlet and the Google Drive. While formal education has changed little over the last 100 years, the tools we use have evolved dramatically from the blackboard, to computers, and now mobile devices. By gaining a better understanding of current learning ideas and technology, we can take our students into the next century.

Susan Gaer
(Sponsored by Pearson ELT)

SATURDAY, NOVEMBER 15
Sessions (Alphabetical by Room)
Starting at 9:15 A.M.

SAT., NOV. 15, 9:15 A.M., BOULDER

Demonstration - 45 minutes
AE, GA, IEP/HE

Blogs: Bringing Experiential Learning to Fruition

How can teachers complete the cycle of experiential learning with authentic reflection? Presenters will provide examples of experiential learning used in a class, show the end product of blogs produced in the class, and give detailed instructions on how teachers can set up their own class blogs.

Susan Fouts, IEC - UCB, fouts@colorado.edu

Holly Woodsome Sroymalai, iec – ucb,
holly.woodsomesroymalai@colorado.edu
Juniper Stokes, IEC – UCB, juniper.stokes@colorado.edu

SAT., NOV. 15, 9:15 A.M., CLUB LOUNGE

Paper - 45 minutes
IEP/HE, TE/AR

Bridging Perspectives: Multicultural Understanding, Civil Rights Investigations

Come learn how to bridge the cultural perception gap. Asking students to consider the unfamiliar can be next to impossible. To successfully address multicultural understanding with mono-cultural students requires a novel approach. Comparing and contrasting civil rights era approaches within their historical contexts can build understanding that crosses cultural perceptions

Sara Vandenberg, UCCS, svanden2@uccs.edu

SAT., NOV. 15, 9:15 A.M., CONIFER

Elementary Ed SIG Sponsored Session
Discussion – 45 minutes

Content Connections in the ELD Classroom

This interactive session will model 3 ways to use content materials as a basis for language and literacy focused activities across different proficiency. Participants will observe and engage in using visual images, mix and match, and Language Experience activities to demonstrate how connecting to content in language development classes can support students' academic success.

Nancy Commins, Clinical Professor University of Colorado at Denver, nancy.commins@ucdenver.edu

SAT., NOV. 15, 9:15 A.M., EVERGREEN

Workshop - 45 minutes
AE, GA

Teaching Practical Information about Laws, Finances, Culture, and Education

This interactive workshop will help participants understand the tremendous scope of legal, systematic and cultural differences that our adult learners experience in the U.S. Participants will walk away with user-friendly materials, ideas, and activities that will build confidence and cultural understanding in ESOL Classrooms, EL Civics courses, and parent workshops.

Lee Shainis, Intercambio U.C., lee@intercambioweb.org

SAT., NOV. 15, 9:15 A.M., GOLDEN

Discussion - 45 minutes
CA, GA, IEP/HE

Next Stop: Teaching Math to ESL Students

How does an IEP design a course that prepares ESL students to communicate more effectively in English when they enroll in university-level math courses? This session addresses needs assessment, learning objectives, course components, materials, course activities, and related issues.

Karen Easterday, IEC - UCB, karen.easterday@colorado.edu

SAT., NOV. 15, 9:15 A.M., MT. EVANS

Demonstration - 45 minutes
AE, BE, CA

ESL Video-based Activities: Pros and Cons

As ESL classrooms include learners from different cultures, the effectiveness of using authentic L2 videos can be challenging and culturally inappropriate for some ESL students. This session, thus, is based on the demonstration of video-based activities and the discussion of some pros and cons of using videos in ESL classrooms.

Essa Batel, so.ali.ali@gmail.com

SAT., NOV. 15, 9:15 A.M., PARKER

Workshop - 105 minutes
AE, EE, SE, IEP/HE

Phonological Awareness: What Your Brain Resists Knowing

Stop listening with your eyes instead of your ears! What learners perceive in spoken English is often different from what you think you're modeling for them. Participate in a series of multimodal phonological awareness activities and discover practical techniques that support a sound approach for teaching literacy, reading, and pronunciation.

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

SAT., NOV. 15, 9:15 A.M., PIKES PEAK A

Demonstration - 45 minutes
AE, GA, IEP/HE

Energizing the Classroom

Are your students sleeping in class? Get them energized! This demonstration will focus on several applicable techniques that can be used to create movement in the

classroom by getting students out of their seats. We will demonstrate student centered methods for grouping, responding to questions, and associating words with movements.

Rachel DeDeyn, ELC - DU, rachel.dedeyn@du.com
Darcie Sebesta, CHU, darcie.sebasta@gmail.com

SAT., NOV. 15, 9:15 A.M., PIKES PEAK B

Demonstration - 45 minutes
IEP/HE

Implementing Writing Conferences in the ESL Classroom

Giving effective writing feedback is a challenge writing teachers constantly revisit. This presentation will discuss lessons learned from implementing writing conferences into the ESL composition classroom as compared with primarily written feedback. We will highlight the impetus for trying a new approach as well as the challenges inherent in it.

Michelle Morrison, ELC - DU, michele.morrison@du.edu
Maryanna Brunkhorst, ELC - DU, maryanna.brunkhorst@du.edu

SAT., NOV. 15, 9:15 A.M., SPRUCE

FEATURED PRESENTATION - 105 MINUTES

(SPONSORED BY THE INTENSIVE ENGLISH PROGRAM/HIGHER EDUCATION (IEP/HE) SIG)

Teaching for Social Justice: Building Schools, Critical Pedagogy, and Urban Education

In this featured presentation, our three guests will introduce language learning and teacher education within a critical pedagogic framework and to debate the significant work that language educators need to do today to prepare students to take control of their lives through active citizenship. Questions to be discussed may include: What does it mean to teach for social justice, and why does it matter? What are the goals of our language programs today, and what possibilities are there for schools of the future? How can transforming language pedagogy help to transform lives? The audience will be invited to join in the discussion.

Barbara Sample
Dr. Kara Mitchell Viesca
Dr. Graham Crookes

SAT., NOV. 15, 9:15 A.M., SUITE 218

Paper - 45 minutes
PA, SE, TE/AR

Educational Innovation: Action Research and Political Realities

A ten-year action research project grounded in a school-university partnership has accompanied transformation changes in a high school serving a high proportion of English language learners. Reciprocal processes of inquiry and decision-making, and changes in practice and policies have prompted adjustments in research questions and, ultimately, assumptions about teaching and learning.

Mark Clarke, mark.clarke@ucdenver.edu
Alan Davis

SAT., NOV. 15, 9:15 A.M., SUMMIT A

Publisher Session – 45 minutes
Cambridge University Press

Best Practices in Grammar Teaching

Maximize student learning by focusing on how grammar is used in written and spoken contexts, facilitating noticing, creating effective activities, eliminating common mistakes, and applying grammar in writing. Using examples from *Grammar and Beyond*, the presenter will demonstrate these best practices for applying grammar correctly in academic and non-academic contexts.

Melissa Struck, Cambridge University Press,
mstruck@cambridge.org

SAT., NOV. 15, 9:15 A.M., SUMMIT B

Discussion - 45 minutes
CA, SE, IEP/HE, TE/AR

EL Perceptions of K-12 STEM Classrooms

This discussion will present the results of several hundred online classroom climate survey responses from English learners in Colorado K-12 STEM classes. Findings reveal student attitudes towards the subjects, their teachers, and perceived future value of STEM knowledge.

Joel Judd, Adams State College, bjjudd@adams.edu
Kelly von Stroh, Animas Valley Elementary,
kvonstroh@durango.k12.co.us
Machin Norris, Highland Middle School,
mnorris@weldre9.k12.co.us
Katrina Hanger, Bricker Elementary, khanger@hsd2.org

SAT., NOV. 15, 9:15 A.M., SUMMIT C

Workshop - 45 minutes
IEP/HE, GA

Teaching to Tests Is Not So Bad

Teaching to tests is not so bad if the test is a good test, based on well-defined goals, objectives, and student learner outcomes and if the teacher maximizes student-centered activities. This presentation will explore the positive washback effect of tests both at the institutional level and in the classroom.

Parmelee Welsh, SILC, parmelee.welsh@gmail.com
Andy Pulford, SILC, andy.p@spring.edu

SATURDAY, NOVEMBER 15
Sessions (Alphabetical by Room)
Starting at 10:15 A.M.

SAT., NOV. 15, 10:15 A.M., BOULDER

Demonstration - 45 minutes
CA, GA, IEP/HE

The Art and Science of Paragraphing

Stuck between sentences and rhetoric, the paragraph tends to suffer from middle child syndrome. However, paragraphing decisions play an important role in packaging writing content. Presenter demonstrates ways to teach paragraphing as a skill that helps low-level writers develop ideas outside the confines of mode-driven essay formats.

Alice Savage, Lonestar College System,
alice.o.savage@lonestar.edu

SAT., NOV. 15, 10:15 A.M., CLUB LOUNGE

Paper - 45 minutes
IEP/HE

How U.S. Instructors Evaluate Written WE Varieties

My presentation discusses the research and teaching implications for preparatory writing courses in university intensive English programs and first year composition courses of a recent study including NES and NNEST instructors from different disciplines and their evaluations of writing samples from India, Nigeria, Singapore and the United States.

Lizabeth Collier, DU, lizabeth.collier@du.edu

SAT., NOV. 15, 10:15 A.M., CONIFER

Paper - 45 minutes
EE, GA

Encouraging Parent Involvement in Student Literacy Development

Educators in a professional development grant collaborated to develop parent-friendly activities for use at home with their children to support their language and literacy

development. Presenters share easy-to-use activities that coincide with oral language development, phonemic awareness, phonics, vocabulary, comprehension, and fluency

Leslie Grant, UCCS, lgrant@uccs.edu

Lynda Espinoza-Idle, CDE, idle_l@cde.state.co.us

Angela Bell, UCCS, abell6@uccs.edu

Christina Jimenez, UCCS, cjimenez@uccs.edu

SAT., NOV. 15, 10:15 A.M., EVERGREEN

Discussion - 45 minutes

IEP/HE, TE/AR

What Works: American Culture, Movies, and Stories

Learn what works to engage students while using films and novels to teach English. Listen to this instructor's successful approaches to teaching language skills by using graphic organizers, presentations, and role-play activities to cement understanding while scaffolding English usage and concept review before, during, and after viewing or reading.

Sara Vandenberg, UCCS, svanden2@uccs.edu

SAT., NOV. 15, 10:15 A.M., GOLDEN

Demonstration - 45 minutes

AE, IEP/HE, SE

Developing Critical Thinking Materials Using Business Case Studies

Case studies provide instructors with authentic, current, and context-rich text. They also include compelling narratives, which motivate students to read and discuss. In this workshop, participants gain hands-on practice in identifying relevant and captivating case studies, creating scaffolding activities, and developing academic and professional writing and oral communication tasks.

Patricia Juza, IEC - UCB, patricia.juza@colorado.edu

SAT., NOV. 15, 10:15 A.M., JEFFERSON

FEATURED PRESENTATION – 105 MINUTES

(SPONSORED BY ADULT EDUCATION (AE) SIG)

Improvise English

Want to ignite your classroom with fun and enthusiasm? The skills and principles of improvisational theater is just what you need to inject your students with confidence and creativity. In this hilarious and interactive workshop, you'll experience games that inspire, empower, and instruct--and how to deploy them in your own classroom.

Jon Wilkerson, Director of International Funny Business and Assistant Dean of Business Programs at Colorado Heights University

SAT., NOV. 15, 10:15 A.M., MT. EVANS

Demonstration - 45 minutes

AE, IEP/HE, TE/AR

Collaborative Model for Interdepartmental ESL Training

The number of ELLs in Career Technical Education and community college programs is ever-increasing, and so is the need for instructors who incorporate strategies to help ELLs be successful. Learn a model that can be used to train your CTE and other content-area colleagues on best practices in ESL.

Diana Ord, EGTC, diana.ord@emilygriffith.edu

Lindsay Sandham, EGTC, lindsay.sandham@emilygriffith.edu

SAT., NOV. 15, 10:15 A.M., PIKES PEAK A

Panel - 105 minutes

SE, GA, IEP/HE

Writing Research as a Social Event

In this panel, U.S. Air Force cadets representing two distinct segments of the Academy—International cadets enrolled in English for Academic Purposes (EAP) and Generation 1.5 cadets enrolled in Literature and Intermediate Composition—will share their experiences with the process of writing the research paper.

Constance Leonard, USAFA, constance.leonard@usafa.edu

Durthy A. Washington, USAFA,

durthy.washington@usafa.edu

SAT., NOV. 15, 10:15 A.M., PIKES PEAK B

Paper - 45 minutes

PA, IEP/HE

Assessing Your Assessments: A Protocol

How can an IEP be sure that its assessments are doing what they are supposed to do? This session reports on the process whereby an IEP designed, implemented, and revised an assessment review protocol, with a particular emphasis on prioritization, scheduling, and practicality. Copies of the protocol are provided.

Stuart Landers, CSU, stuart.landern@colostate.edu

John Schillo, CSU, john.schillo@colostate.edu

Nancy Berry, CSU, nancy.berry@colostate.edu

SAT., NOV. 15, 10:15 A.M., SUITE 218

Demonstration - 45 minutes
PA, IEP/HE

Research-driven Academic Preparedness

The presenters will describe how research has informed an academic preparedness course offered by UC Denver's ESL Academy aimed at readying students for academic success. The demonstration will cover the results of the survey, core curricular goals, and examples of student activities.

Gregor Mieder, ELS Academy - UCD,
gregor.mieder@ucdenver.edu
Geriann Elliott, ESL Academy – UCD,
geriann.elliott@ucdenver.edu

SAT., NOV. 15, 10:15 A.M., SUMMIT A

Publisher Session – 45 minutes
Renaissance Learning

Understanding Vocabulary

Most teachers understand how critical vocabulary is to the academic achievement of their English Language Learners. What they do not often understand, however, is the effect of how they teach vocabulary. The purpose of this session is to explore the effect of different teaching strategies on the learning of vocabulary.

Carol M. Johnson, Renaissance Learning,
carol.johnson@renaissance.com

SAT., NOV. 15, 10:15 A.M., SUMMIT B

Demonstration - 45 minutes
AE, IEP/HE

Academic Success and Creative Writing

Is creative writing useful for university bound students in their critical thinking and academic writing skills? This demonstration shows how creative writing can be used to achieve better critical thinking and academic writing success in an intensive English language program.

Shannon Larsen, ELS Educational Services,
shannalie@yahoo.com
Wade Winslow, ELS Educational Services,
winslowwade@yahoo.com

SAT., NOV. 15, 10:15 A.M., SUMMIT C

Discussion - 45 minutes
IEP/HE, PA

What, Exactly, Is Professional Development?

This discussion will take a look at what participants consider “professional development” and how our definitions and experiences might be expanded to help ourselves grow as professionals while also helping our students to become stronger learners and citizens of the world.

Patricia Kalavity Babbitt, INTO CSU,
patricia.babbitt@colostate.edu

SATURDAY, NOVEMBER 15
Sessions (Alphabetical by Room)
Starting at 11:15 A.M.

SAT., NOV. 15, 11:15 A.M., BOULDER

Demonstration - 45 minutes
GA, IEP/HE

Enhancing Learning through Positive Classroom Environments

Is it important to create and maintain a positive learning environment? Presenters will happily answer that question by providing brain-based research that supports incorporating joy, appreciation and positive language into teaching and learning. Participants will leave with activities and inspiration to lift spirits and, as a result, students' language skills.

Sally White, CSU, sal.white@colostate.edu
Heather Moffie, CSU, heather.moffie@colostate.edu

SAT., NOV. 15, 11:15 A.M., CLUB LOUNGE

Paper - 45 minutes
CALL, CA, IEP/HE

English for Engineering: Gamification of STEM and Project-Based ESL Curriculum

This presentation offers gamification practices and online resources for designing project-based ESL curriculum, specifically for scientific content. In addition, the presenter shares student engineering designs and technical writings as well as student feedback from surveys addressing student motivation, interest, and course content.

Nick Einterz, IEC - UCB, john.einterz@colorado.edu

SAT., NOV. 15, 11:15 A.M., CONIFER

Elementary Ed SIG Sponsored Session
Discussion – 45 minutes

Collaborative Online Learning: Connecting Academic Language and Content

This session introduces participants to collaborative online learning modules that are being developed at the University of Colorado Denver to support academic language development in content classrooms, especially in math and science. After a brief overview of the project, participants will engage in sample module activities and learn about UCD's ongoing research on these modules.

Nancy Commins, Clinical Professor University of Colorado at Denver, nancy.commins@ucdenver.edu
Elizabeth Mahon, Assistant Clinical Professor – University of Colorado at Denver

SAT., NOV. 15, 11:15 A.M., EVERGREEN

Workshop - 45 minutes
AE, IEP/HE

No Prep and Low Prep Activities

Having a collection of no prep and low prep activities alleviates time and energy involved in preparing for a great class. These activities can be used as sponge activities, warm-up practices, or closure exercises. Each is multifunctional: applicable to multiple contexts, content areas, and skill levels.

Candace Maher, DU, cmaher@du.edu

SAT., NOV. 15, 11:15 A.M., GOLDEN

Workshop - 45 minutes
IEP/HE, GA

Getting Bored Students Aboard through Sensory Engagement

Participants in this workshop will experience a multi-sensory instructional environment with sounds, aromas, and visual stimuli which act as a catalyst for learning. They will learn strategies used to build an outcomes-based, student-focused learning environment. Ultimately, participants themselves will create activities that energize learning by engaging the senses.

Carol Kok, SILC, carol@spring.edu

SAT., NOV. 15, 11:15 A.M., MT. EVANS

Demonstration - 45 minutes
IEP/HE

A Discussion/Demonstration on Teaching Advanced Grammar

This presentation is a discussion and demonstration aimed at new teachers as well as experienced instructors who find teaching higher level grammar intimidating. Presenters will offer some ideas for engaging practice and applications of advanced grammar structures, while discussing some techniques to overcome apprehension about teaching higher level grammar classes.

Susan Blahut, SILC, susan.b@spring.edu
Alice Roussel, SILC, alice.roussel3@gmail.com

SAT., NOV. 15, 11:15 A.M., PARKER

Publisher Session – 45 MINUTES
Pearson ELT

NorthStar Lights the Way to Student Achievement

The prize-winning NorthStar series goes into its 4th edition with fresh topics, explicit skills, stepped out support for critical thinking tasks, MyEnglishLab access for all learners, plus teacher-friendly online learning. See how new features and clear design engage learners and bring them to new levels of language, knowledge, and understanding.

Frances Boyd, Pearson ELT
Fab1@columbia.edu

SAT., NOV. 15, 11:15 A.M., PIKES PEAK B

Paper - 45 minutes
PA

Navigating and Creating a Change Culture

Learn industry best-practices to implement lasting programmatic change. By understanding why managing people during change is so important, you will reduce resistance, minimize productivity loss and turnover, and produce the desired results of program change. These strategies will help you implement everything from new processes and initiatives to curriculum overhaul.

Linda Van Doren, EGTC, linda.vandoren@emilygriffith.edu

SAT., NOV. 15, 11:15 A.M., SPRUCE

Demonstration – 45 minutes
AE, SE, IEP/HE

Social Science Strategies for Advanced Learners

ELLs are impacted by a great deal of information, so use this opportunity for content-based education. Through an acronym, the presenter will share tips and engaging activities that help students in advanced reading-writing classes to make sense of their world and its global connections while providing the necessary language skills to succeed. Contributions from participants will be solicited.

Susan Feringer-Coury, SILC, Littleton,
couryfamily@hotmail.com

SAT., NOV. 15, 11:15 A.M., SUITE 218

Demonstration - 45 minutes
AE, SE, IEP/HE

DYADS: Oral Grammatical Skills for Listening/Speaking Class

Dyad pedagogy is a goal-directed teaching method. Students are randomly assigned into pairs and learn together by using question/answer scenarios. Teachers will be given examples of the dyad materials, which help students build stronger oral grammatical skills.

Karen Eichhorn, IEC - UCB,
karen.eichhorn@colorado.edudevcon

SAT., NOV. 15, 11:15 A.M., SUMMIT A

Paper - 45 minutes
BE, IEP/HE, PA, TE/AR

Introducing the University of Wyoming World Language Center

This presentation details curriculum of the University of Wyoming World Language Center (WLC). The WLC is a cooperative venture of the UW Literacy Center. The aim of the WLC is to offer an array of languages in a variety of instructional formats with reliance on multilingual international students as service-teachers.

Dilnoza Khasilova, UWYO, dkhailo@uwyo.edu
Dorly Piske, dorlypiske@hotmail.com, Language Consultants
Amy Roberts, UWYO, aroberts@uwyo.edu, UWYO

SAT., NOV. 15, 11:15 A.M., SUMMIT B

Workshop - 45 minutes
AE, GA, IEP/HE

No More Passivity! Improving a Learner's Communication

International student passivity during discussions can be attributed to noticeable distinct cultural perspectives of academia, language barriers and inhibitions, or speaking neglect from formal language instruction. This interactive workshop will introduce techniques that will electrify classroom discussions and promote self-awareness of a learner's strengths and limitations during communicative interaction.

Tim Robinson, ELC - DU, timothy.robinson@du.edu

SAT., NOV. 15, 11:15 A.M., SUMMIT C

Demonstration - 45 minutes
AE, IEP/HE

Pronunciation: General Classroom Techniques

Can any class and any ESL instructor help the students with pronunciation? If so, how? ESL teachers often feel unprepared and intimidated when it comes to pronunciation instruction. This session will demonstrate some simple pronunciation techniques that are useful no matter what subject matter is taught.

Gunilla Johnson, ESL Academy, UCD,
gunilla.johnson@ucdenver.edu

SATURDAY, NOVEMBER 15
Sessions (Alphabetical by Room)
Starting at 1:30 P.M.

SAT., NOV. 15, 1:30 P.M., BOULDER

Demonstration – 45 minutes
EE, SE, TE/AR

Developing Linguistic Responsiveness

This session introduces participants to free, innovative, multimedia, online resources intended to support professional learning communities of practicing teachers as they strive to become more linguistically responsive. We will explore the resources available to teachers as well as collaboratively engage in some of the learning opportunities housed in the modules.

Kara Mitchell Viesca, UCD, kara.viesca@ucdenver.edu

SAT., NOV. 15, 1:30 P.M., CLUB LOUNGE

Workshop - 45 minutes
IEP/HE, PA

Building Bridges: Facilitating Educational Change and Growth

This interactive workshop provides administrators training, information and resources to succeed as an educational leader during transitional periods of change and growth. The presenters share their own experiences, explore current research, and examine administrative challenges that highlight a need to collaboratively build bridges that results in buy-in from all stakeholders.

Samantha F. Radovich, LCI, sradovich@englishlci.edu
Amber McDonnell, LCI, amcdonnell@englishlci.edu
Park Sullivan, LCI, msullivan@englishlci.edu
Terri Clauss, LCI, tclauss@englishlci.edu

SAT., NOV. 15, 1:30 P.M., CONIFER

Workshop - 45 minutes
PA, SE, TE/AR

In Transformational Teaching, What Form Transforms?

Global migration coupled with common standards have created a double bind for schools. Transformational teaching is often proposed as the solution, but this has remained a vague aspiration. The presenters describe the systemic, historical, institutional, and personal factors that must change if educational reform and instructional innovation are to succeed.

Mark Clarke, mark.clarke@ucdenver.edu
Jennifer QuinnWilliams, UCD, jqwms@comcast.net

SAT., NOV. 15, 1:30 P.M., EVERGREEN

Demonstration - 45 minutes
GA, IEP/HE

Engaging Students through Community-Based Learning

This demonstration provides an overview of community-based learning as a method for teaching. Participants will learn how instructors at CSU, DU, and CU's IEPs are integrating service and critical reflection into student learning outcomes. Presenters will offer insight into strategies of implementation, the importance of community partnerships, and lessons learned.

Kate Furze, IEC - UCB, kate.furze@colorado.edu
Barbara Flocke, IEC - UCB, barbara.flocke@colorado.edu
Allison Lake, ELC - DU, allison.lake@du.edu
Sally White, CSU, sal.white@colostate.edu

SAT., NOV. 15, 1:30 P.M., GOLDEN

Demonstration - 45 minutes
GA, IEP/HE

Get Your Ticket to Enriching Reading Experiences

What technology tools can be used to teach reading in a variety of settings including an academic vocabulary class, a reading club and an experiential learning course? This session will demonstrate some technology tools that relate to research on incorporating authentic reading and student motivation in a multi-cultural IEP setting.

Karen Easterday, IEC - UCB, karen.easterday@colorado.edu
Holly Woodsome Sroymalai, IEC - UCB, holly.woodsomesroymalai@colorado.edu
Kirsten Stauffer, IEC - UCB, kirsten.stauffer@colorado.edu

SAT., NOV. 15, 1:30 P.M., JEFFERSON

Workshop - 105 minutes
IEP/HE, TE/AR

BAFA BAFA: Cross-Cultural Simulation

ESL teachers, staff and administration will benefit from this workshop to develop and deepen their cultural awareness and empathy for our international students. In this cross-cultural simulation, participants will experience what our students experience in an international sojourn, and will develop the skills to help students through their cultural transition.

Genienne Navarro, CHU, genienne.navarro@gmail.com
Andrew Bennett, CHU, abennett@chu.edu

SAT., NOV. 15, 1:30 P.M., MT. EVANS

Discussion - 45 minutes
GA, SE, IEP/HE

Composition Feedback: Yes, We Can Do Better!

This session discusses corrective feedback to L2 compositions. It gives an overview of current research on the topic and addresses common challenges and practices. It also provides concrete, simple recommendations that L2 instructors can immediately apply so that they can maximize their time and enhance student learning.

Paula Adamo, DU, padamo@du.edu

SAT., NOV. 15, 1:30 P.M., PARKER

Workshop - 45 minutes
AE, GA

Using Music in the Classroom

Participants in this fun interactive workshop will learn ways to incorporate music into their classes. Songs and video clips will be used to illustrate techniques for practicing writing, speaking, reading, grammar and of course, listening. Participants will leave with ideas that can be used with other songs and different levels.

Debbie Goldman, Intercambio U.C.,
debbie@intercambioweb.org

SAT., NOV. 15, 1:30 P.M., PIKES PEAK A

Demonstration - 45 minutes
AE, BE

Play Go Fish in the ESL Classroom

"Go Fish!" Through hands-on game playing, attendees will practice several ways they can use the game Go Fish in the ESL classroom. Through the repetitive structure of the game, students can learn and reinforce vocabulary, grammar, and pronunciation, all while improving their speaking and listening skills and having fun.

Steven Klein, Center For Adult Learning, FRCC,
steve.klein@frontrange.edu
Orly S. Penny, Center For Adult Learning, FRCC,
orly.penny@frontrange.edu
Julie Dalton, Center For Adult Learning, FRCC,
julie.dalton@frontrange.edu

SAT., NOV. 15, 1:30 P.M., GOLDEN

Demonstration - 45 minutes
AE, IEP/HE, PA

Curricular Objectives: Bridging Refugee Support Beyond Classrooms

Entities that aid refugee integration to the US sometimes experience gaps in consistently linked transitional support. This presentation addresses how an ESL program's curriculum redesign aligned student needs with transparent outcomes, thus providing structure upon which case managers and community task force groups could build more strongly-aligned refugee support networks.

Sara K. Holzberlein, EGTC, sara.holzberlein@emilygriffith.edu
Linda Van Doren, EGTC, linda.vandoren@emilygriffith.edu

SAT., NOV. 15, 1:30 P.M., SPRUCE

Discussion - 45 minutes
GA

Teaching in Saudi Arabia

Have you ever considered teaching in Saudi Arabia? What's it really like to live and work in such a restrictive country? This session will provide firsthand experience on the pros and cons of teaching life in Saudi Arabia. Resources will be provided to gracefully enter the global teaching environment.

Grace C. Spivak, grace3spivak@gmail.com

SAT., NOV. 15, 1:30 P.M., SUITE 218

Paper - 45 minutes
IEP/HE

Repurposing Cellphones: From Distractions to Learning Tools

Tired of seeing cell phones in classrooms being used for non-classroom related activities? Close the gap between technology as a distraction and technology as a tool in vocabulary learning. This interactive session will provide research-based techniques to incorporate mobile devices as both collaborative and individual vocabulary learning tools.

Sarah Kalert, INTO CSU, sarah.kalert@colostate.edu
Kyla Masciarelli, INTO CSU, kyla.masciarelli@colostate.edu

SAT., NOV. 15, 1:30 P.M., SUMMIT A

Publisher Session – 45 minutes
The Color Vowel Chart

Coloring Pronunciation across the ESL Curriculum with The Color Vowel Chart

Pronunciation teaching is often marginalized in language instruction despite learners' consistent desire for pronunciation practice. Language programs can change that by including pronunciation as a curricular thread that connects all levels of instruction. Learn about The Color Vowel Chart through technique practice and case studies to see how pronunciation instruction can strengthen ALL instruction.

Karen Taylor de Caballero, The Color vowel Chart,
katmail68@yahoo.com

SAT., NOV. 15, 1:30 P.M., SUMMIT B

Workshop - 105 minutes
SE, TE/AR

Making Learning Relevant with Cross-Curricular Projects

This workshop will explore how cross-curricular, real-world projects can engage ELD students and at-risk learners. Participants will learn about tools and resources useful for this approach, view example projects, and explore how project-based learning can be used in different settings.

Diana Myers, NAS - Lowry, dmyers@newamericaschool.org

Alyson Ellena, NAS – Lowry, aly.ellena@gmail.com

Jon Robertson, NAS – Lowry,
jrobertson@newamericaschool.org

Robert Hubbard, NAS – Lowry,
rhubbard@newamericaschool.org

SAT., NOV. 15, 1:30 P.M., SUMMIT C

Workshop - 45 minutes
BE, EE

Language and Literacy Development for English Language Learners

In this workshop, we will discuss practical ways to build background, develop literacy skills, vocabulary skills, and comprehensibility and comprehension for English Language Learners. You'll return to your classroom with easy-to-apply inclusion strategies that increase participation, motivation, and confidence.

Dr. Stephen White, University of Houston Downtown,
whites@uhd.edu

SATURDAY, NOVEMBER 15
Sessions (Alphabetical by Room)
Starting at 2:30 P.M.

SAT., NOV. 15, 2:30 P.M., BOULDER

Paper - 45 minutes
CA, EE

Nonlinguistic Representations in the Elementary Classroom

This presentation will be focused on greater achievement for ELs in the general education classroom with the use of nonlinguistic representations. Research supports that memory retention is improved when students make brain connections between words and objects. This presentation is about the many ways to support language acquisition.

Susan Lee, Adams 50, sulee@adams50.org

SAT., NOV. 15, 2:30 P.M., CLUB LOUNGE

Demonstration - 45 minutes
AE, IEP/HE

Thinking Critically in the L2 Classroom

This session explores how promoting critical thinking skills in an ESL reading classroom can assist learners in developing their cognition and therefore affect their language learning capacity, and demonstrates strategies for designing critical thinking tasks that involve class discussions, in-class debates, creative writing, and group problem-solving activities.

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

SAT., NOV. 15, 2:30 P.M., CONIFER

Demonstration-45 minutes
PA, IEP/HE

Elective Classes: Keeping Them Spicy and Maintaining Their Nutritional Value

Why should IEPs have elective classes? How do you spice them up and still address student learning outcomes? How can a sports and nutrition elective or a hiking elective meet students' academic needs? This session will discuss how many of our "fun" electives have been reconstructed to include ways to measure students' English learning progress AND remain exciting and engaging for students.

Amanda McCracken, IEC – UCB,
Amanda.mccracken@colorado.edu

SAT., NOV. 15, 2:30 P.M., EVERGREEN

Workshop - 45 minutes
GA, IEP/HE, SE

Google-versing Your Classroom

How can you create a dynamic, virtual classroom environment for your students? How can you transform your teaching and enhance student learning? Google it! This session shows teachers how to create a fully integrated Google-verse where students and teachers take advantage of Google-Plus, Google-Docs, Youtube and other apps.

Vincent Adams, UCD, vincent.adams@ucdenver.edu

SAT., NOV. 15, 2:30 P.M., GOLDEN

Reserved

SAT., NOV. 15, 2:30 P.M., MT. EVANS

Paper - 45 minutes
IEP/HE

Missing Components in an Academic Writing Course

"The things I learned in this class are not really helping me."
This session presents some important components in an academic writing course for ELL students at a U.S. university. The presenter will share findings and recommendations with participants who might be teaching similar courses at their respective universities.

Hoi Yuen Chan, MST, chanh@mst.edu

SAT., NOV. 15, 2:30 P.M., PARKER

Demonstration - 45 minutes
GA, IEP/HE, SE

Online Discussions: Interactive Expression and Critical Thinking

This demonstration will look at different ways of using online discussions including rationale, ideas to get students writing and interacting, pitfalls, and pre-teaching suggestions. Participants will engage in a mock online discussion to simulate the students' experience and provide an opportunity to share ideas.

Liz Hoelzle, IEC - UCB, lizhoelzle@gmail.com
Barbara Flocke, IEC - UCB, barbara.flocke@colorado.edu

SAT., NOV. 15, 2:30 P.M., PIKES PEAK A

Workshop - 45 minutes
EE, TE/AR, GA

Adding Language Objectives to Your Teaching Toolkit

Adding language objectives (key vocabulary and language structures, skills, functions, and learning strategies) to lesson plans support the literacy, oracy, and content material to be covered in the lesson. In this workshop, attendees will write language objectives and leave with concrete methods that teach to those language objectives

Juli Sarris, UCB, juli.sarris@colorado.edu

SAT., NOV. 15, 2:30 P.M., PIKES PEAK B

Discussion - 45 minutes
AE, EE, SE, GA

The ACTS of Reading!

The ACTS of Reading! A simple prescription for producing motivated and engaged lifelong readers. The ACTS of Reading are Access, Choice, Time and Socialization, adapted for every age and grade level and consistently applied within homes, daycare centers, libraries, and schools. Come find out how and why.

Deborah Hollimon, USAFA, deborah.hollimon@usafa.edu

SAT., NOV. 15, 2:30 P.M., SPRUCE

Discussion - 45 minutes
EE, SE, TE/AR

12 Years of K-12 ESL Teacher Training

This paper presents research findings from 12 years of ESL teacher training in Colorado K-12 classrooms. Data include teachers' and principals' survey and interview responses about the effectiveness and relevance of pedagogical, curricular and assessment "best practices" in an era of Common Core and teacher accountability movements.

Joel Judd, Adams State College, jbjudd@adams.edu

SAT., NOV. 15, 2:30 P.M., SUITE 218

Paper - 45 minutes
IEP/HE

Authorial Presence

How do international graduate students negotiate textual visibility of self? Presenter engages two categories of text, student theses/dissertations and research reports, for analysis. Analysis of items in each category reveals traces of authorial presence as evidence of the writer's 'self.'

Steven Olson, IEC - UCB, steven.olson@colorado.edu

SAT., NOV. 15, 2:30 P.M., SUMMIT C

Demonstration - 45 minutes
IEP/HE, TE/AR

Lesson Plan Templates: Learning about Your Teaching

Lesson plan templates that do not force reflection on learner outcome components can become two-dimensional "to-do" lists that leave teachers lacking true accountability. This presentation discusses lesson plan templates that help track accountability through student-task mapping and time-management pie charts.

Sara K. Holzberlein, EGTC, sara.holzberlein@emilygriffith.edu
Ryan Jeffers, UCD, ryan.s.jeffers@gmail.com, UCD
Anne Lanctot, UCD, anne.lanctot@ucdenver.edu, UCD
Cindy Martin, UCD, cmartin5445@gmail.com, UCD

Key to Abbreviations

BOCES - Boards of Cooperative Educational Services

CCA – Community College of Aurora

CDE – Colorado Department of Education

CSU – Colorado State University

DPS – Denver Public Schools

DU – University of Denver

EGTC – Emily Griffith Technical College

ELC – English Language Center

ELI – English Language Institute

FRCC – Front Range Community College

IEC – International English Center

Jeffco – Jefferson County Public Schools

LPS – Littleton Public Schools

NAC – New America College

NAS – New America School

SILC – Spring International Language Center

UCB – University of Colorado Boulder

UCCS – University of Colorado Colorado

Springs

UCD – University of Colorado Denver

UNC – University of Northern Colorado

LAST NAME	FIRST NAME	DAY	STARTING TIME
Abrams	Dr. Debra Josephson	FRI.	1:30
Adamo	Paula	SAT.	1:30
Adams	Vincent	FRI.	1:30
Adams	Vincent	SAT.	2:30
Babbitt	Patricia Kalavity	SAT.	10:15
Batel	Essa	SAT.	9:15
Bennett	Andrew	FRI.	10:15
Blahut	Susan	SAT.	11:15
Boyd	Frances	SAT.	11:15
Bradley-Bennett	Kat	FRI.	11:15
Bruhn	Dieter	FRI.	11:15
Campbell	Kenia	FRI.	10:15
Castellino	Shirlaine	FRI.	10:15
Chan	Hoi Yuen	SAT.	2:30
Clarke	Mark	SAT.	1:30
Clarke	Mark	SAT.	9:15
Clarke	Mark	FRI.	2:30
Cloven	Beth	FRI.	3:30
Collier	Lizabeth	SAT.	10:15
Conner	Olivia	FRI.	3:30
Corr	Becky	FRI.	1:30
Curtin	Tiffany	FRI.	9:15
Daise	Debra	FRI.	2:30
DeDeyn	Rachel	SAT.	9:15
Deutser	Joel	FRI.	2:30
Doung	Jeanna	FRI.	2:30
Drangsholt	Lisa	FRI.	9:15
Easterday	Karen	SAT.	9:15
Easterday	Karen	SAT.	1:30
Eichhorn	Karen	SAT.	11:15
Einterz	Nick	SAT.	11:15
Erikson	Erik	FRI.	2:30
Espinoza-Idle	Lynda	FRI.	1:30
Feather	Renee Longo	FRI.	2:30
Feldman	Andrea	FRI.	11:15
Feringer-Coury	Susan	SAT.	11:15

Fielden	Traci	FRI.	1:30
Fouts	Susan	SAT.	9:15
Fox	Brenda	FRI.	9:15
Fox	Brenda	FRI.	1:30
Franklin	Dr. Elizabeth	FRI.	3:30
Fuller	Andy	FRI.	1:30
Furze	Kate	SAT.	1:30
Gaer	Susan	FRI.	10:15
Goldman	Debbie	FRI.	11:15
Goldman	Debbie	SAT.	1:30
Goodspeed	Kate	FRI.	10:15
Gott	Lee Ann	FRI.	10:15
Grant	Leslie	SAT.	10:15
Grant	Leslie	FRI.	10:15
Hadeer	Reyila	FRI.	1:30
Hammond	Mike	FRI.	9:15
Hammond	Mike	FRI.	11:15
Hernbloom	Lisa	FRI.	9:15
Hoelzle	Liz	SAT.	2:30
Hollimon	Deborah	FRI.	11:15
Hollimon	Deborah	SAT.	2:30
Holly	Lance	FRI.	2:30
Holzberlein	Sara K.	SAT.	1:30
Holzberlein	Sara K.	SAT.	2:30
Ivanova	Jenia	SAT.	2:30
Ivanova	Jenia	FRI.	11:15
Jancin	Devon	FRI.	3:30
Johnson	Carol M.	SAT.	10:15
Johnson	Gunilla	SAT.	11:15
Judd	Joel	SAT.	9:15
Judd	Joel	SAT.	2:30
Juza	Patricia	SAT.	10:15
Juza	Patricia	FRI.	1:30
Kalert	Sarah	SAT.	1:30
Kalert	Sarah	FRI.	10:15
Khasilova	Dilnoza	SAT.	11:15
Klein	Steven	SAT.	1:30
Kok	Carol	SAT.	11:15
Kordis	Dr. Paul	FRI.	1:30
Landers	Stuart	SAT.	10:15
Larsen	Shannon	SAT.	10:15
Lederer	Martha	FRI.	1:30
Lee	Susan	SAT.	2:30
Leonard	Constance	SAT.	10:15
Lester	Nadeen	FRI.	3:30
Lines	Cathy	FRI.	1:30
Maher	Candace	SAT.	11:15
McCracken	Amanda	SAT.	2:30
Mieder	Gregor	SAT.	10:15
Moffie	Heather	FRI.	3:30
Moore	Ruth	FRI.	2:30
Moore	Ruth	FRI.	9:15
Morrison	Michelle	SAT.	9:15
Myers	Diana	SAT.	1:30
Navarro	Genienne	SAT.	1:30
Nekrasova-Beker	Tatiana	FRI.	9:15
Norloff	Charl	FRI.	10:15
Numrich	Carol	SAT.	11:15
Olson	Steven	SAT.	2:30
Olson	Donna	FRI.	9:15
Ord	Diana	SAT.	10:15
Perdue	Benjamin	FRI.	11:15
Piske	Dorly	FRI.	9:15
Radovich	Samantha F.	SAT.	1:30

Raese	Michelle	FRI.	9:15
Reese	Curt	FRI.	9:15
Regan	Michael	FRI.	11:15
Robinson	Tim	SAT.	11:15
Ryan	Kelly	FRI.	1:30
Sarris	Juli	SAT.	2:30
Sarris	Juli	FRI.	10:15
Savage	Alice	SAT.	10:15
Schillo	John	FRI.	1:30
Schweissin g	Daniel M.	FRI.	9:15
Scudder	Bonnie E.	FRI.	10:15
Semmelrot h	Annie	FRI.	11:15
Shainis	Lee	SAT.	9:15
Sharpe	Angela	FRI.	2:30
Shull	Jeniffer	FRI.	3:30
Skelton	Elizabeth	FRI.	9:15
Spivak	Grace C.	SAT.	1:30
Stauffer	Kirsten	FRI.	9:15
Struck	Melissa	SAT.	9:15
Struck	Melissa	FRI.	3:30
Taylor de Caballero	Karen	SAT.	9:15
Taylor de Caballero	Karen	SAT.	1:30
Van Doren	Linda	SAT.	11:15
Vandenber g	Sara	SAT.	9:15
Vandenber g	Sara	FRI.	3:30
Vandenber g	Sara	SAT.	10:15
Wallace	Kristine	FRI.	2:30
Webb	Summer	FRI.	3:30
Welsh	Parmelee	SAT.	9:15
Wexler	Lisa	FRI.	10:15
White	Dr. Stephen	SAT.	1:30
White	Sally	SAT.	11:15
Zimmann	Katie	FRI.	11:15

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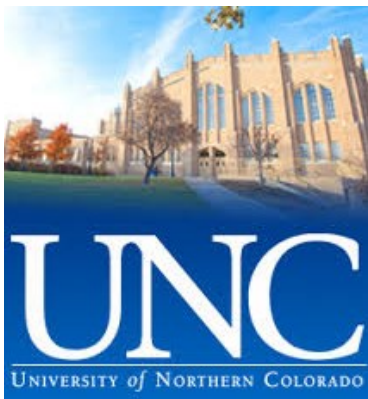
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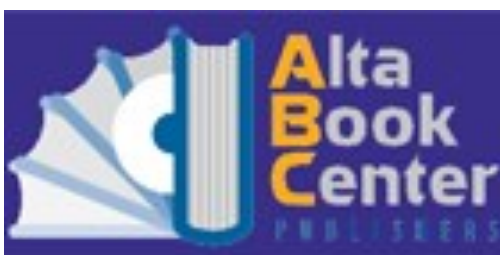
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Fri. Breakout Session 1: _____

Fri. Breakout Session 2: _____

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Fri. Breakout Session 4: _____

Fri. Breakout Session 5: _____

Fri. Presentation of Attendee: _____

Sat. Plenary: _____

Sat. Breakout Session 1: _____

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