



CoTESOL 39th Annual Fall Convention
November 6 – 7, 2015
Radisson Hotel Denver Southeast



Colorado Teachers of English to Speakers of Other Languages
Upholding the profession of English language teaching since 1976



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Welcome to the CoTESOL 39th Annual Fall Convention

The optimism expressed by this year's convention title (Blue Skies, Bright Future) is reflected throughout the convention program. When you attend the CoTESOL convention this fall (November 6-7, 2015 at the Radisson Hotel Denver Southeast), be prepared to have some difficult choices to make about which sessions to attend. This year's speakers, presenters and exhibitors comprise one of the most compelling and talented groups that we have ever assembled for our participants.

Our featured presentations include appearances by Thomas Healy of the Pratt Institute, New York, and Joe McVeigh, of Middlebury, Vermont. Our SIGNature Presentations are comprised of both nationally known luminaries and regional favorites, and our slate of presenters includes a broad and enthusiastic array of teachers, researchers, and administrators to whom the goal of CoTESOL is central to what we all do.

This conference will help you achieve your professional goals and bring you up to date on the latest research and best practices in teaching English while you have an extraordinarily positive experience. Be prepared to meet likeminded professionals and leaders in the field of Teaching English to Speakers of other Languages, and to collect exciting ideas and techniques that can be put to immediate use in your classroom. Don't forget to enjoy our entertainers beginning at 5:00 on Friday night, as we extend our 'blue' theme to the Blues/Gypsy-Jazz Fusion band Paper Moonshine. Come and join us as we learn and celebrate our community!

Respectfully,

Susan Holloway, Program Chair

CoTESOL 2015 Convention at a Glance

On-site Registration: Lobby

Friday 7:45 am – 3:00 pm
Saturday 7:45 am – Noon

Publishers' Exhibits: Arapahoe/Douglas Rooms (Coffee and breakfast rolls served until noon)

Friday 8:00 am – 6:00 pm
Saturday 8:00 am – Noon

Live Entertainment: Jefferson Room

Presenting "Paper Moonshine"
Alternative bluegrass meets gypsy jazz
Friday 5:00 – 6:00 pm



Friday Morning: November 6

Featured Presentation	8:45-10:00	Jefferson
Concurrent Sessions	9:15-12:00	
Luncheon	Noon-1:15	Colorado

Friday Afternoon

Poster Sessions	1:30-2:15	Lobby
Concurrent Sessions	1:30-4:15	
Publishers' Raffle	4:30-5:00	Arapahoe
Live Entertainment	5:00-6:00	Jefferson

Saturday Morning: November 7

Featured Presentation	8:45-10:00	Jefferson
Concurrent Sessions	9:15-12:00	
Awards Luncheon & Annual Business Meeting	Noon-1:15	Colorado

Saturday Afternoon

Concurrent Sessions	1:30-3:15
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Featured Presentation:

Looking in, looking out: Expanding our vision
Joe McVeigh
[Friday, 8:45 – 10:00 am, Jefferson]

Featured Presentation:

Teaching in the 21st Century: How can the 20th Century teacher teach the 21st Century learner?
Thomas Healy
[Saturday, 8:45 – 10:00 am, Jefferson]

Convention Committee

Past President – Chris Tombari
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Convention Chair – Sarah Austin
Program Chair – Susan Holloway
Publishers' Liaison – Bruce Rogers
Hospitality and Entertainment Liaison – Dieter Bruhn
Registration – Larry Fisher

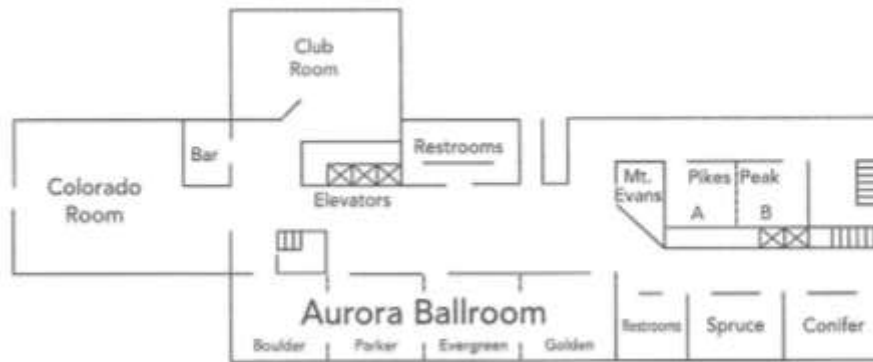
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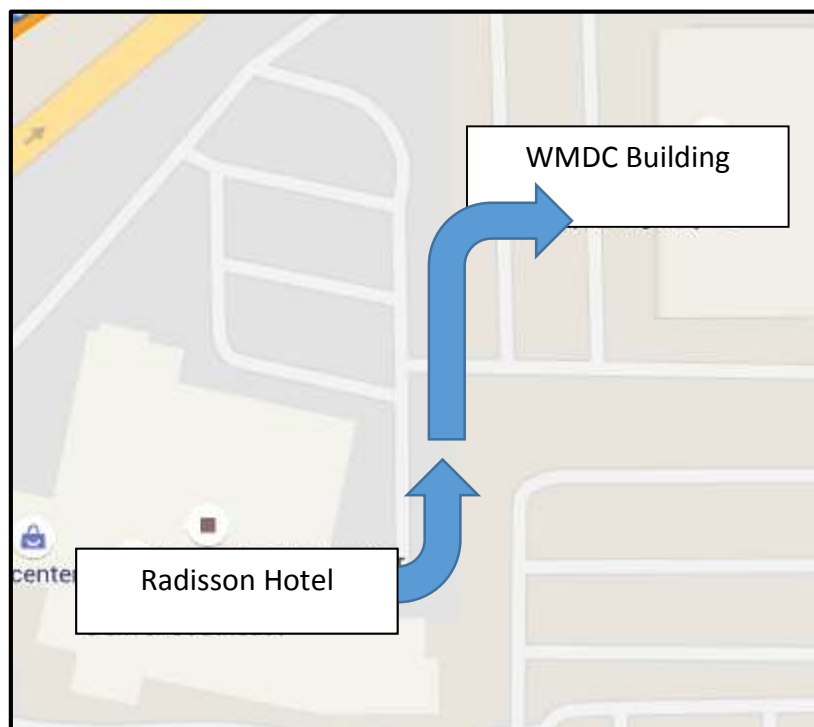
Radisson Main Floor



Radisson Lower Level



WMDC Building: This building is across from the rear parking lot of the Radisson. Enter through the rear door, walk to the lobby, and take the elevator to the 3rd floor for more sessions.



Friday, November 6 – Morning Sessions at a Glance					
Radisson Main Floor	Room	8:45	9:15-10:00	10:15-11:00	11:15-12:00
	Arapahoe / Douglas	Publishers' Exhibits (Coffee Breaks – 7:30 a.m. to 12:00 noon)			
	Jefferson	Featured Presentation Looking in, looking out: Expanding our vision Joe McVeigh	SIGnature Presentation Making students' thinking visible Beth Skelton		
	Summit A	Publisher Session: Sentence-writing practice builds confidence through competence JoEllen Christians (Get This Write, LLC)	Publisher Session: Color vowel duo: A compelling pronunciation game Karen Taylor de Caballero (English Language Training Solutions)	Publisher Session: Benefit of assessing ELLs in both languages Carol M. Johnson (Renaissance Learning)	
	Summit B	Publisher Session: Guerrilla pronunciation teaching Michael Berman (Language Arts Press)	Publisher Session: The power of TED with 21st century reading and world English! Joel Deutser, Dalia Bravo (National Geographic/Cengage)	Publisher Session: Critical thinking: Asking questions about the questions Carrie Purcell (English Central)	
	Summit C	eCALLMS modules: Connecting academic language and content Kara Viesca, Tamara Milbourn (BE, EE, SE)	SIGnature Presentation Creating a virtual reality game for ELT: Trace Effects Deborah Healey		
Radisson Lower Level	Boulder / Parker		Technology tools for K-12 English learners Sarah E. Klieforth (BE, CA, EE, SE)		Reflective peer learning approach to practice-teaching Maria L Thomas-Ruzic, Geriann Elliott (TE/AR, IEP/HE, GA)
	Club Room		Is the novel still novel? Chad Bramble, Amber Christensen, Lisa Fuller (CA, GA, IEP/HE)	Why America won't be a multilingual nation Rocky Hill (GA)	Helping newcomers succeed Stephanie Dewing, Jill Heil, Mary Hanson (AE, SE, IEP/HE)
	Conifer		Not on my watch: Helping ELLs make the successful transition to middle and high school Hilario Benzon, Victoria Baldwin (CA, EE, SE)	SIGnature Presentation 10 tips for teaching short stories Sybil Marcus	
	Evergreen / Golden		Publisher Session: Teach ESL with U.S. embassies worldwide Danielle Yates (U.S. Department of State English Language Programs)	Vibrant organized academic writing Mary Corena Hilken (EE, IEP/HE, SE)	Teaching pronunciation with hand signals Gunilla Johnson, Ryan Jeffers (AE, IEP/HE)
	Mt. Evans		Bridge to the university: International student success Barbara Flocke, Summer Webb, Kirsten Stauffer, Agnes Farkas Roszell, Kimberly McMillen (IEP/HE)	State legislation, public universities and international students Tamara Milbourn (IEP/HE, PA)	Great graphics! Designing visual materials for enhanced language learning Olivia Conner, Juniper Stokes (TE/AR)
	Pikes Peak A / B		English learners and gifted programming: Identify, plan, serve Remy Rummel, Natasha Straayer, Robin Carey (TE/AR, EE, PA, SE, GA)	We can do it! Growing student's language through measurable goals Erika Lee, Alexis Ross, Dahlia Mohammad, Jodi Venzara (EE, SE)	
	Spruce		Simple science: STEM experiments for ESL classrooms Nick Einterz (Tech, CA, IEP)	Google-versing your classroom Vincent Adams (SE, GA)	Teaching students with varying levels of aptitude Susan Blahut, Colleen McGovern (AE, IEP/HE)
	WMDC Building, 3 rd Floor	WMDC 1		Teaching without translation: An experiential workshop Dieter Bruhn (GA)	SIGnature Presentation Exploring differing views of language and pedagogy Marti Anderson
WMDC 2			Using acting skills as an ESL method Mike Hammond (AE, CA, IEP/HE)	Experience adventure Jesse Greaves-Smith, Austin Durr (TE/AR, BE, SE)	
WMDC 3			How the ELL to read independently?! Cara Schroeder (CA, SE, GA)		Songs as narrative examples for ESL writing classes Mike Hammond (AE, CA, IEP/HE)

Adult Education (AE), Bilingual Education (BE), Content Area (CA), Elementary Education (EE), General Audience (GA), Intensive English Programs / Higher Education (IEP/HE), Program Administration (PA), Secondary Education (SE), Teacher Education / Action Research (TE/AR), Learning and Teaching with Technology (Tech)

Friday, November 6 – Afternoon Sessions at a Glance

Radisson Main Floor	Room	1:30-2:15	2:30-3:15	3:30-4:15
	Arapahoe / Douglas	Publishers' Exhibits		
	Jefferson	SIGNature Presentation Politics and English Language Learners Amanda Bergson-Shilcock, Jonathan Singer, Ian McKinley	SIGNature Presentation Getting to genre through grammar Elizabeth O'Dowd	
	Lobby	Poster sessions are scheduled from 1:30-2:15	Poster Session: Survival! An experiential learning curriculum for ELLs Andrew Reed (CA, SE, GA)	Poster Session: Which reporting verbs characterize successful academic writing? John Whalen (IEP/HE, SE)
	Summit A	Overview of ACCESS for ELLs 2.0 Heather Villalobos Pavia (BE, EE, PA, SE)	Publisher Session: Out and about: Teacherless activities for beginners Hugo Loyola (Alta English Publishers)	Culturally relevant pedagogy that transcends heroes and holidays Juli Sarris (AE, TE/AR, GA)
	Summit B	Publisher Session: <i>Grammar Explorer: Taking grammar to uncharted territory</i> Rob Jenkins (National Geographic/Cengage)	Publisher Session: The SIT Graduate Institute experience Marti Anderson (SIT)	Yellowstone lesson using self testing and interleaving Sally White (TE/AR, GA, IEP/HE)
	Summit C	Quality academic discussions Jeanine Harvey, Kayla Grayson, Lyndsey Cotter (TE/AR, BE, CA, EE, SE, IEP)	Surviving innovation: Adjusting to mandates from above Mark A. Clarke, Annie Trujillo, Robert Hubbard, Erin Kimmel (TE/AR, PA, SE)	Integrating smartphones into the 21st century classroom Vincent Adams (SE, GA)
	Boulder / Parker	Writing that works Brenda Fox (AE, GA)	The journey: Engaging English language learners with Google Maps Leticia Guzman Ingram, Ben Bohmfalk (SE)	Fortifying academic language skills Karen Caddoo, Diane Rosen (CA, EE, SE)
	Club Room	Critical approach to the ESL reading classroom Jihyun Nam (AE, TE/AR, IEP/HE)	Transform your classroom with scroll-based culturally responsive teaching Nan Frydland (AE, TE/AR)	Classroom conversation for academic language development Brad Russell (CA, SE)
Radisson Lower Level	Conifer	OPEN	Enhancing teaching and learning with the TESOL technology standards Deborah Healey (Tech)	Giving and getting feedback Debbie Goldman (AE, GA)
	Evergreen	Teaching without a net Constance Leonard (AE, GA, IEP/HE)	Beyond faculty meetings: A model for classes Sara K. Holzerlein (PA, IEP/HE, TE/AR)	Reflective practice in professional teacher development Candace Maher, Meghan Balderston (AE, TE/AR, IEP/HE)
	Golden	LGBTQ+ safe zones trainings in ESL contexts Kate Noon-Ulvila (AE, TE/AR, IEP/HE)		Habits for highly effective teens Karen Eichhorn, Amelia Tietzort (HE, SE, IEP/HE)
	Mt. Evans	Opportunities and challenges for bilinguals in science Chris Carson (CA, EE, SE)	WOW/MOM: Word of the week/math of the month Susan Holloway, Lilia Guimaraes (CA, SE)	ESL student as ethnographer: Undergraduate students connect Ethel C. Swartley, Melanie Witt-Wilson, Lizabeth C. Collier (IEP/HE)
	Pikes Peak A	Students' strategies for dealing with misunderstandings Kathleen Hamel (TE/AR, GA)	Instructor or disciplinarian? Andy Pulford, Shirlaine Castellino (IEP/HE, PA)	Linguistic complexity, WIDA, and writers' workshop Ian Christopher Hooper (EE, GA)
	Pikes Peak B	Helping teachers evaluate progress to English language acquisition using WIDA ACCESS for ELLs Katherine E. Beck (TE/AR, BE)	Family language planning: Saudi sojourners in the US Saleh M Alharthi (AE, BE)	Translanguaging and supporting academic language development Luis Poza (BE, CA)
	Spruce	Co-teaching: Providing access, developing language, and building capacity Holly Porter, Julie Ignacz, Lori Sayler, Meg Lucero (CA, EE, PA, SE, GA)		Student self-assessments: Perspectives and approaches Kim-Lan T. Bui, Irina Berger (IEP/HE)
	WMDC 1	Bilingual e-book publishing by students for students Julie Carey, Carree Edson (BE, EE, SE)	The controversial classroom: Promoting learning through argument Nick Einterz, Olivia Conner (CA)	
	WMDC 2	Utilizing the SIOP model within an RTI framework Rebecca Canges (TE/AR, EE, GA)	Supercharged vocabulary learning: Put the students in charge Laurel Pollard (AE, GA, IEP/HE)	
WMDC Building 3 rd Floor	WMDC 3	How to give a teacher accurate evaluations Parmelee Welsh (AE, GA, IEP/HE)	OPEN	Publisher Session: Stand Out: Standards-Based English to achieve success in life, college and career Rob Jenkins (National Geographic/Cengage)

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Saturday, November 7 – Morning Sessions at a Glance				
Room	8:45	9:15-10:00	10:15-11:00	11:15-12:00
Arapahoe / Douglas	Publishers' Exhibits (Coffee Breaks – 7:30 a.m. to 12:00 noon)			
Jefferson		Featured Presentation Teaching in the 21st Century: How can the 20th Century teacher teach the 21st Century learner? Thomas Healy	Facilitating groups and building teams Renee Feather, Jena Mathews (IEP/HE, PA, GA)	Beneficial ESL student and teacher trainee collaborations Charl Norloff, Michelle Raese, Liz Hoelzle, Kimberly McMillen (TE/AR, IEP/HE)
Summit A		Having the world in your classroom Majed Abdulllah (TE/AR, BE, GA, IEP/HE)	OPEN	Publisher Session: Cultivating proficient academic writers Wendy Asplin (University of Washington, Cambridge Univ. Press)
Summit B		Publisher Session: College and career readiness development from the beginning Dennis Johnson (Cambridge University Press)	Publisher Session: Longman dictionaries: The perfect choice Sarah Towler (Pearson ELT)	Publisher Session: Empowering international students through service projects Dorly Piske
Summit C		Supporting English learners within a tiered framework Kim Watchorn, Rebekah Ottenbreit (EE, IEP/HE, GA)	Phonetic transfer issues between Spanish and English Nate Will, Anabela Valerioti (AE, EE, SE, GA)	10 interactive technologies to engage millennial learners Devon Jancin, Tara Brandenburg (Tech, SE, IEP/HE)
Boulder		Colorado READ Act: Year three implementation Alisa Dorman (EE)	Deep learning for beginners: No burnout for you! Laurel Pollard (AE, GA, IEP/HE)	
Club Room		Climbing down the ladder of inference together Thomas Germain (AE, TE/AR, IEP/HE)	The unworkshop on critical pedagogy Daniel M. Schweissing, Lena Karabushin (AE, TE/AR, IEP/HE)	
Conifer		Creating connections and language confidence through Facebook J. Niko Kirby, Ariana Van Beurden (Tech, SE, IEP/HE)	Learning two languages through content to build biliteracy Lindsay Armstrong, Anne Ginnold, Bonnie Wong (BE, EE)	
Evergreen		Effective paraphrasing techniques for academic success Patricia Juza (TE/AR, IEP/HE)	Designing effective student learning outcomes and assessments Patricia Juza (AE, TE/AR, IEP/HE, PA)	Promoting ELL literacy in school and home Katy Brammer (TE/AR, EE, SE)
Golden		Supporting students from diverse cultures Mary Hanson, Nuha Alaqeel, Raga Elmazaini (AE, EE, IEP/HE)	Challenges Arabic students encounter in the USA Layla Malander (IEP/HE)	OPEN
Mt. Evans		From the mouth of babes: What ELs want from their learning Stephanie Johnson, Leah Parker, Teresa Kulow (TE/AR, CA, EE, SE, GA)	Seeking bright futures for below grade-level readers Katherine E. Beck, Stefanie Pleiss (TE/AR, BE, EE)	Multi-district collaboration in the Pikes Peak region Leslie Grant, Kristyl Boies, Jennifer Duarte, Martina Meadows (EE, PA, SE)
Parker		Using vocabulary logs for improved vocabulary instruction Stuart Landers, Jessica Avery, Amber Patterson (SE, GA, IEP/HE)	Using corpora to teach grammatical patterns Brian Doebebeling, Amber Patterson (Tech, IEP/HE)	Writing prompts to ignite students Amanda McCracken (AE, IEP/HE)
Pikes Peak A		University tutoring and support for international student success Lizabeth C. Collier, Adrienne Gonzales, Cheyne Kirkpatrick, Melanie Witt-Wilson (IEP/HE)	Signature Presentation Bright perspectives on teacher education Olivia Conner, Virginia Nicolai, Ruth Moore, Dieter Bruhn	
Pikes Peak B		Curricular exit assessments: Paving pathways for refugees Sara K. Holzberlein (AE, TE/AR, PA)	Video tools for refugee family engagement, school orientation, and professional development Lauren Swain (AE, PA, IEP/HE)	English learners can be scientists and mathematicians! Elizabeth Franklin, Kirsten Keenan, Carrie Campbell (EE)
Spruce		Plagiarism: Is it really theft? Tamara Milbourn (IEP/HE, SE)	Contemplative education and ESL: Transformative teaching moments Zuzana Regan, Susan E. Fouts (AE, TE/AR, IEP/HE)	The art of assessment Brenda Fox (AE, GA)

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Saturday, November 7 – Afternoon Sessions at a Glance		
	1:30-2:15	2:30-3:15
Radisson Main Floor	Arapahoe / Douglas	
	Jefferson	Immigrant issues for educators Kathy Bougher, LeeAnn Gott (GA)
	Summit A	Applications of corpora in the language classroom Leslie Davis, Wendy-Anne Hamrick (TE/AR, Tech, GA) Facilitating practical in-service professional development Samantha Radovich, Tiffany Pippin (IEP/HE)
	Summit B	Mindfulness training for well-being and success Lena Karabushin (AE, IEP/HE, GA) Writing with an accent Melody Pugh, Constance Leonard (IEP/HE)
	Summit C	Utilizing selfies to promote language learning Kyla Masciarelli, Loni Thorson, Christine Discoe (AE, GA, IEP/HE) Lighten your workload with digital tools Ryan Yates (AE, TE/AR, GA, IEP/HE)
Radisson Lower Level	Boulder	Distinguishing between language acquisition challenges and learning disabilities Juli Sarris (TE/AR, EE, SE)
	Club Room	Diverse school cultures and ELD students David Schmid, Leticia Guzman Ingram (SE)
	Conifer	Five quick and adaptable grammar activities Michael Vallee (AE, GA, IEP/HE) Publisher Session: A sustainable ESL model for everyone Marci Smith (Intercambio Uniting Communities)
	Evergreen	Reading changing trends: Better teaching, better reading Chad Bramble, Amber Christensen (CA, GA, IEP/HE) Class debates for ESL: Techniques and materials Grace C. Spivak (AE, SE, IEP/HE)
	Golden	Identification of target vocabulary in ESL courses Tatiana Nekrasova-Beker, Anthony Becker, Angela Sharpe (CA, IEP/HE) Framing a bright future in writing Laurel Bond, Kyla Masciarelli (IEP/HE, SE)
	Mt. Evans	Student success: Expectations and motivators Connie Davis, Holly Woodsome Sroymalai (IEP/HE, GA) Blue skies, no burnout Rachel Donelson (CA, IEP/HE)
	Parker	Rethinking the research paper class Karyl Chalfin, Susan Feringer-Coury (IEP/HE, SE) Cultures in the classroom Lisa R Wolf (EE)
	Pikes Peak A	U.S. citizenship: The interview and test Irene C. O'Brien (AE, TE/AR, BE, CA) The multilingual, multileveled power of storytelling Carl Emmons, Ronald Green, Sabrina Li (AE, TE/AR, BE, EE, IEP/HE, SE)
	Pikes Peak B	Enhancing language learning through creative arts Paula Adamo, Kara Traikoff (AE, IEP/HE, SE, GA) Pedagogical approaches for cultural mixity Andrea Feldman (IEP/HE)
	Spruce	Leveling the playing field with oral language! Lisa Antweiler (TE/AR, BE, EE) International adoption-cultural and linguistic implications Danielle Askinazy, Kristen McMichael (TE/AR, EE, SE, GA)

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Didn't get a handout?



Want a copy of that PowerPoint?

Some presenters have uploaded files (e.g., .docx, .pdf, .ppt) to the CoTESOL wiki for attendees to download. The wiki site is open to the public and requires no password. To download files from the wiki, visit www.cotesol2015.pbworks.com.

Featured Presentation

Looking in, looking out: Expanding our vision

Friday, November 6

8:45 to 10:00

Jefferson Room



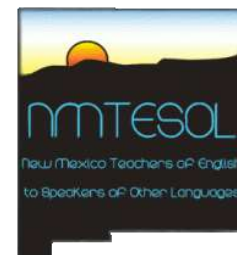
Joe McVeigh

Abstract: As language teachers we are frequently constrained by events beyond our control, such as regulations and requirements imposed from above. Our classrooms have become overtaken by assessment, data, and metrics. In these times of endless evaluation it can be challenging to teach humanely and respectfully in a way that helps us connect and engage with our students. In this talk we examine ourselves and our profession in two ways: first we look inward, to see what we can learn from within ourselves and ourselves in relation to others; and secondly we look outward to see what we as English language teaching professionals can learn from those outside our field. Our ultimate goal is to connect and engage with our students in such a way that their success comes from our commitment to them with our hearts, as well as our heads.

Biography: Joe McVeigh is an independent consultant and author based in Middlebury, Vermont. Much of his career has been spent teaching, coordinating and administering intensive English programs, primarily in southern California, where he worked with students from more than 45 countries. He has lived and worked overseas in China, India, Hungary, Chile, the UK, and Saudi Arabia and has worked for the US State Department in Oman, the UAE and Spain. His co-authored books include *Tips for Teaching Culture: Practical Approaches to Intercultural Communication* from Pearson and two books in the *Q: Skills for Success* series from Oxford University Press. More information at www.joemcveigh.org/about.

Sponsored by CoTESOL

CoTESOL is a member of the Rocky Mountain
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Featured Presentation

Teaching in the 21st Century: How can the 20th Century teacher teach the 21st Century learner?

Saturday, November 6

8:45 to 10:00

Jefferson Room



Thomas Healy

Abstract: Research strongly suggests that “Net-generation learners” have profoundly different ways of learning -and indeed, interacting with the world- compared to previous generations. This development provides “20th Century teachers” with an enormous challenge: how do we respond to these differences in a constructive and productive way? In this session, I will describe my own journey from refusing to adapt to these changes, to accepting, and finally embracing the new learning styles and preferences of my learners. Ultimately, it can be enormously professionally fulfilling when 20th Century teachers finally acknowledge that they too need to become “21st Century Learners.”

Biography: Thomas Healy is an instructor at the Pratt Institute in Brooklyn, New York and at Hyung Hee Cyber University, based in Seoul, South Korea. His research interests include developing self-supported technology solutions using widely available and easy to use digital tools. He is a co-author of the *Smart Choice* series published by Oxford University Press.

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See SIT Professor **Marti Anderson**,
featured presenter at CoTESOL.

SIGnature Presentation

Making students' thinking visible

Friday, November 6

10:15 to 12:00

Jefferson Room



Beth Skelton

Abstract: Do you ever wonder what your students are thinking? Come participate in routines from Harvard Project Zero that help make students' thinking visible. These routines also develop students' oral and written language skills. Discover concrete strategies that help students at different levels of language proficiency express their understanding.

Biography: Beth Skelton, M.A. Ed., is an international consultant presenting workshops and coaching teachers who work with English Language Learners. She has taught English and German at most grade and ability levels and continues to be fascinated by the process of language acquisition. She is the author of student and teacher materials for ESL entitled *Putting it Together*, which incorporate the TPR Storytelling method. From 2010 to 2013, she coordinated the English as an Additional Language Program at the Bavarian International School north of Munich, Germany. She currently works with schools to enhance instruction for all language learners and is the proud mother of a trilingual daughter.

Sponsored by CoTESOL's Elementary Education Special Interest Group
Co-chairs: Lisa Antweiler and Elizabeth Schroeder

SIGnature Presentation

10 tips for teaching short stories

Friday, November 6

10:15 to 12:00

Conifer Room



Sybil Marcus

Abstract: Research shows that analyzing literature is a useful and engaging way to get students to think critically and enhance language skills in preparation for college. The presenter will offer 10 tips on how to maximize the use of stories in the classroom. Two literary excerpts will illustrate her points.

Biography: Sybil Marcus is the author of the *A World of Fiction* series, which uses literature to teach integrated language and critical thinking skills to ESL/EFL students at the high-intermediate to advanced levels. She has lived and worked on four continents and taught ESL at the University of California at Berkeley Extension and in the Summer English Language Studies program on the U.C. Berkeley campus. Sybil has been a frequent presenter at ESL/EFL conferences in the United States, Mexico and Canada. For over 15 years, she ran PCIs at TESOL on using literature for integrated language studies. She has conducted workshops in Russia, Colombia, and Peru for the State Department on using literature for critical thinking purposes and using literature for conflict resolution.

Sponsored by CoTESOL's Content Area Special Interest Group
Co-chairs: Tom Germain and Sandy Stokely

SIGNature Presentation

Creating a virtual reality game for ELT: Trace Effects

Sponsored by TESOL

Friday, November 6

10:15 to 12:00

Summit C Room

Abstract: This session will describe how a virtual reality game, *Trace Effects*, was conceptualized and created as an ELT tool. The online and DVD-based game is supplemented with language practice exercises and supplemental games within the game itself, plus graphic novels and teacher resources. The game and material are designed for teacher use in the classroom as well as individual student use. *Trace Effects* was created as a partnership between the US Department of State for project funding, University of Oregon and Ohio University for linguistic and teaching content, and The SuperGroup for the game itself.



Deborah Healey

Biography: Deborah Healey is a TESOL Board member. She has been teaching English as a Second or Foreign Language since 1976 and using computer technology in teaching since 1984. She has published and presented extensively in the area of computer-assisted language learning. She is a co-author and primary editor of *TESOL Technology Standards: Description, Implementation, and Integration* and of *TESOL Technology Standards: Framework Document*; and she has chapters on learner autonomy and software/Internet resources for language teaching in *CALL Environments*. She was the head of the linguist/scriptwriting team for *Trace Effects*, a new computer game for English language learners. She has given workshops most recently in Serbia, Croatia, Egypt, Malaysia, Qatar, Bahrain, Colombia, Uruguay, Dominican Republic, Costa Rica, Morocco, Thailand, Palestine, and Tunisia. She teaches online and face-to-face classes at the University of Oregon's American English Institute/Department of Linguistics. Her Ph.D. is in Computers in Education.

Also sponsored by CoTESOL's Learning and Teaching with Technology Special Interest Group
Co-chairs: Nick Einterz and Peter Schmitt

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 2016 in Baltimore.**

SIGNature Presentation

Exploring differing views of language and pedagogy

Friday, November 6

10:15 to 12:00

WMDC Building, 3rd Floor, Room 1



Marti Anderson

Abstract: This experiential workshop will provide participants the opportunity to experience language learning via several different approaches. We will discuss each experience through the lenses of the parts of language emphasized and learned, importance or lack thereof of accuracy, and English as a lingua franca.

Biography: Marti Anderson has taught, trained, and supported teachers in both formal and non-formal contexts for 25 years. She has worked with teachers of English and French as well as those who teach non-language subjects and trainers who work in the trades and other technical environments. Marti has worked with teachers in dozens of countries on six continents; these teachers have taught in a range of contexts from the preschool to the post-graduate level, in rural and urban schools, in schools with rich resources and those largely resource-poor, and in situations where the teachers are teaching in their mother tongue or using a foreign language. Marti sees the opportunities she has had to be with teachers in their classrooms as the most exciting, rewarding, and humbling aspect of her professional work. She loves the face-to-face teaching that is often involved. She has developed and taught online courses for teachers and for training professionals and has trained teachers via television and via web-based technologies. Marti is interested in fostering human potential through humanistic pedagogies, reflective practice, and cross-cultural understanding in educational environments. She is especially drawn to exploring and understanding the transformative features of teaching and learning. She holds degrees from the University of Hawaii, University of Minnesota, the School for International Training, and the California Institute of Integral Studies where she earned her PhD. Her studies at the California Institute of Integral Studies allowed her to integrate her interests in philosophy, world religions, systems thinking, chaos theory, organizational development theories, and subtle energies. Other interests in Marti's life include experiencing the nuances of other cultures, adding to her international textile collection, cooking, yoga, and her family including her small granddaughter, Ava Marie.

Sponsored by CoTESOL's Intensive English Programs/Higher Education Special Interest Group

Co-chairs: Michael Regan and Daniel Schweissing

SIGnature Presentation

Politics and English Language Learners

Friday, November 6

1:30 to 2:15

Jefferson Room

Abstract: No matter what your political leanings, policies at the state and local level can affect the English language learners in your class. Policies that affect parents trickle down to the children in K-12. Adult ESL instructors are familiar with the empty seat today that was occupied yesterday by an adult without documentation. In this SIG forum, we'll take a look at current policies and initiatives that could affect English language learners of all ages in Colorado from four perspectives: a Colorado legislator, an immigration attorney, a local immigrant advocate, and a national policy analyst.

Panelists:



Kat Bradley-Bennett, the Socio-Political Liaison for CoTESOL, holds a BA in Music from Colorado College, a Masters in Adult Education and Training from Colorado State University, and Adult Basic Education Authorization from the Colorado Dept. of Education. She has taught English in China and in South Korea and has been involved in adult education, teaching ESL and teacher training and workshops in Colorado since 2002. Currently, she serves as the Program Director of St. Vrain Community Adult Education with El Comité in Longmont.



Ian McKinley is an attorney in Longmont, Colorado with the Aguirre Law Group who practices criminal, family and immigration law. He earned his law degree from the University of Colorado in 2013 with a focus on immigration law. Prior to law school, Ian lived in Puebla, Mexico for approximately 8 years, where he became fluent in Spanish. He earned a master's degree in Political Science from a university there called Universidad de las Americas, where he worked closely with Mexico's former secretary of Economy and Foreign Affairs, Luis Ernesto Derbez, who was his master's thesis advisor. Prior to that, Ian earned his undergraduate degree in International Affairs, studying the first half of his degree at the Universidad de las Americas, and the second half at the University of Colorado. His clientele is composed mostly of undocumented immigrants from either Mexico or Central America.



Amanda Bergson-Shilcock is Senior Policy Analyst at National Skills Coalition, focusing on immigration, adult basic education and ESOL. She analyzes policies, makes recommendations, and coordinates with National Skills Coalition member organizations to address issues facing adult learners, including immigrant workers. Amanda has authored numerous publications and policy recommendations on immigrant integration, workforce development, and adult education. She has extensive experience engaging state and federal policymakers. Prior to joining NSC, Amanda was Vice President of Policy and Evaluation at the nonprofit Welcoming Center for New Pennsylvanians in Philadelphia. Amanda holds a bachelor's degree from the University of Pennsylvania, where she studied American Civilization with an emphasis on minority populations. She is based in Philadelphia and Washington, DC.



Representative Jonathan Singer has served House District 11 since January, 2012 when he was chosen to fill a vacancy in the Colorado House of Representatives. He currently serves as Vice-Chair of the Public Health Care and Human Services Committee, as well as sitting on House Local Government and the Appropriations Committees. Prior to his service in the Colorado House, Rep. Singer worked in Child and Adult Protection in Boulder County as well as with the Denver Office of Economic Development. Rep. Singer received his Master's in Social Work and BS in Psychology and Social Work from Colorado State University. He has volunteered on behalf of at risk families most of his life and he is married to Allison Barrett whom he met when they were both high school volunteers at the Boulder Public Library. They recently welcomed their baby daughter, Gwendolyn.

Sponsored by CoTESOL's Socio-political Concerns Special Interest Group
Chair: Kat Bradley-Bennett

SIGNature Presentation

Getting to genre through grammar

Friday, November 6

2:30 to 4:15

Jefferson Room



Elizabeth
O'Dowd, PhD

Abstract: Success in secondary school requires an appreciation of how language constructs meaning for different purposes with clarity, coherence and an appropriate sense of audience. Thus, the Common Core State Standards explicitly “approach language as a matter of craft and informed choice among alternatives.” Negotiating these alternatives is often bewildering for inexperienced readers and writers who are still working toward accuracy and fluency in English. This presentation demonstrates a systematic pedagogy that helps students understand the craft of different genres and provides the linguistic tools for their construction.

Biography: Elizabeth O’Dowd is a professor of Applied Linguistics and director of TESOL programs at Saint Michael’s College, Vermont. She is the author of *Prepositions and Particles in English*, and co-author of *GrammarLinks 2: A Theme-Based Course for Reference and Practice*. Her recent research focuses on functional grammar and the development of linguistic complexity in ELL writing.

Sponsored by CoTESOL’s Secondary Education Special Interest Group
Co-chairs: Sarah Klieforth and Madhavi Tandon

SIGNature Presentation

Critical language pedagogy: Language teaching for social justice and equity

Friday, November 6

2:30 to 4:15

WMDC Building, 3rd Floor, Room 3



Kara Viesca

Abstract: Together we will explore both what critical language pedagogy is and how it facilitates our opportunities to teach language with a focus on social justice and equity. Considering personal biases, critical perspectives on curriculum, instruction and assessment as well as the opportunities to turn a language classroom into an engaging space to collaboratively battle marginalization and oppression, this session will offer theoretical and practical perspectives focused on improving our instructional practices.

Biography: Kara Mitchell Viesca, PhD is an assistant professor of Culturally and Linguistically Diverse Education at the University of Colorado Denver. Her research centers on advancing equity in the policy and practice of educator development, particularly for multilingual learners and their teachers. She has taught German and English in US middle schools in California and Virginia and has worked with many ages of multilingual learners (K-20) across contexts like Massachusetts, Mexico, Germany and China. Currently, she is the lead PI on the e-Learning Communities for Academic Language Learning in Mathematics and Science (eCALLMS) grant that is focused on improving educator development for pre- and in-service teachers of multilingual learners (see <http://ecallms.ucdsehd.net/>). She is also leading a collaboration in the state of higher educators called “Higher Educators in Linguistically Diverse Education” (HELDE).

Sponsored by CoTESOL’s Adult Education Special Interest Group
Co-chairs: Kate Goodspeed and Michelle Raese

SIGNature Presentation

Bright perspectives on teacher education

Saturday, November 7

10:15 to 12:00

Pikes Peak A Room

Abstract: With the rapid growth of technology and the ongoing development of pedagogy, teachers often have to shift and shape their instruction to fit the demands of modern teaching standards while struggling to find the time to get adequate training to meet their needs. Attendees will leave with bright perspectives for teacher training that they can immediately use for their own self-improvement or for their program as a whole. The panelists in this session will focus on four different perspectives.

- Design of a lunch and learn reading group
- Massive Open Online Courses (MOOCs) to self-train on teaching language through content
- CDE's Adult Basic Education Authorization for increasing teacher collaboration
- Training other teachers to keep their classrooms dynamic and interactive.



Olivia Conner, CoTESOL TE/AR SIG Co-Chair, is a lecturer and assessment coordinator at the University of Colorado Boulder International English Center. Her interests are assessment, teacher education, technology and content based teaching for higher education. She has a Master's degree in TESOL from the University of Washington and she has taught English in Mexico, China and Japan. Currently she teaches English to intermediate and advanced students via content based coursework.



Virginia Nicolai, CoTESOL TE/AR SIG Co-Chair, is an Assistant Professor of English as a Second Language at Colorado Mountain College. She supervises CMC's adult ESL programs in Glenwood Springs, Carbondale, Basalt, and Aspen, and has taught education courses for the Adult Basic Education Authorization. She has a Master's degree in Applied Linguistics, as well as experience teaching English in Australia, France, and Japan.



Ruth Moore has over eighteen years of ESL experience in high school, adult and higher education. Currently, Ruth is the Assistant Director for Faculty Services and Curriculum at the University of Colorado's (CU-Boulder) International English Center (IEC), developing and implementing programs to supervise and support faculty members. Ruth has been extensively involved in teacher training, coordinating and presenting workshops at faculty in-services and conferences. Ruth holds an MA in Instructional Systems Development with a TESL concentration from the University of Maryland, Baltimore County.



Dieter Bruhn is the President and Founder of One World Training as well as the Director of Training. He has a Master's degree in TESOL as well as a Master's degree in Language & International Trade, which gives him a strong understanding of both language and business. He has been in the training world for more than 20 years. Highlights of his career include managing the design, development and implementation of a state-of-the-art language and culture training program for call centers across the globe for a major call center company, launching the new training program, and training and certifying trainers and Master Trainers at 20 sites around the world.

Sponsored by CoTESOL's Teacher Education / Action Research Special Interest Group
Co-chairs: Olivia Conner and Virginia Nicolai

Live Entertainment in the Jefferson Grand Ballroom!

PAPER Moonshine



*Rootsy alternative
bluegrass meets upbeat
gypsy jazz*

*Featuring Maggie
and Owen Tharp, Ben
Livneh, and Nick
Einterz of CoTESOL*

Friday, November 6, 5:00 pm

A special thanks to the CoTESOL board
members for planning and organizing this 39th
Annual Fall Convention

Past President-**Chris Tombari**; President-**Jennifer Shank**; 1st Vice President and Convention Chair-**Sarah Austin**; 2nd Vice President and Program Chair-**Susan Holloway**; Publishers Liaison-**Bruce Rogers**; Communications Liaisons-**Hilario Benzon & Christine Deines**; Executive Secretary-**Larry Fisher**; Socio-political Liaison-**Kat Bradley-Bennett**; Entertainment/Hospitality Liaison-**Dieter Bruhn**; Adult Education SIG Chairs-**Connie Davis, Kate Goodspeed & Michelle Raese**; Content Area SIG Chairs-**Tom Germain & Sandy Stokely**; Elementary Education SIG Chairs-**Lisa Marie Antweiler & Elizabeth Schroeder**; IEP/Higher Education SIG Chairs-**Michael Regan & Daniel Schweissing**; Learning and Teaching with Technology SIG Chairs-**Nick Einterz**; Secondary Education SIG Chairs-**Sarah Klieforth & Madhavi Tandon**; Teacher Education/Action Research SIG Chairs-**Olivia Connor & Virginia Nicolai**; Western Slope Liaison-**Stephanie Dewing**; Member-at-Large-**Liliana Graham**.

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Friday, November 6
Sessions (alphabetical by room)
Starting at 8:45

~ FEATURED PRESENTATION ~

Sponsored by CoTESOL

FRI., NOV. 6, 8:45 to 10:00 A.M., JEFFERSON

Looking in, looking out: Expanding our vision

As language teachers we are frequently constrained by events beyond our control, such as regulations and requirements imposed from above. Our classrooms have become overtaken by assessment, data, and metrics. In these times of endless evaluation it can be challenging to teach humanely and respectfully in a way that helps us connect and engage with our students. In this talk we examine ourselves and our profession in two ways: first we look inward, to see what we can learn from within ourselves and ourselves in relation to others; and secondly we look outward to see what we as English language teaching professionals can learn from those outside our field. Our ultimate goal is to connect and engage with our students in such a way that their success comes from our commitment to them with our hearts, as well as our heads.

Joe McVeigh Independent Consultant
jmcveigh@middlebury.edu

Friday, November 6
Sessions (alphabetical by room)
Starting at 9:15

FRI., NOV. 6, 9:15 A.M., BOULDER/PARKER

Workshop - 105 minutes, BE, CA, EE, SE

Technology tools for K-12 English learners

Are you looking to incorporate technology into your English Language Acquisition Classroom? Don't have time to look for cool websites/apps for students? Look no further than this workshop! Designed for K-12 teachers who teach ELD, content area, and English Language Acquisition.

Sarah E. Klieforth sarah_klieforth@dpsk12.org

FRI., NOV. 6, 9:15 A.M., CLUB ROOM

Discussion - 45 minutes, CA, GA, IEP/HE

Is the novel still novel?

Even though we are in the information age, more and more people are reading less and less, including our students. Is the use

of the novel in an English language classroom still relevant? In the session, we will discuss and explore that complex question.

Chad Bramble University of Utah English Language Institute
chad.bramble@utah.edu

Amber Christensen University of Utah
amber.b.christensen@utah.edu

Lisa Fuller University of Utah lisa.fuller@continue.utah.edu

FRI., NOV. 6, 9:15 A.M., CONIFER

Discussion - 45 minutes, CA, EE, SE

Not on my watch: Helping ELLs make the successful transition to middle and high school

This session is designed to explore strategies and practices that support English Language Learners in making the successful transition to middle school and high school. We will discuss why planning for these transitions is critical, what barriers stand in the way for our ELLs as they transition to middle and high school, and how we can begin to open doorways to success by implementing intentional strategies for transition.

Hilario Benzon Student Engagement Office - Diversity and Inclusion - Jefferson County Public Schools R-1
jbenzon@jeffco.k12.co.us

Victoria Baldwin ESL/Dual Language Department, Jefferson County Public Schools R-1 vbaldwin@jeffco.k12.co.us

FRI., NOV. 6, 9:15 A.M., EVERGREEN/GOLDEN

Publisher Session

Teach ESL with U.S. embassies worldwide

U.S. Department of State English Language Programs

Learn how you can promote English language teaching and learning around the world on paid 10-month projects supported by U.S. Embassies. Through the English Language Fellow Program, you can help students acquire English language skills, conduct teacher training, develop resources, and more. Join us to hear from program staff and alumni.

Danielle Yates fellow@elprograms.org

FRI., NOV. 6, 9:15 A.M., MT. EVANS

Discussion - 45 minutes, IEP/HE

Bridge to the university: International student success

International university students face three "at risk factors" - "academic, social and personal struggles." With the start of the Conditional Admission program, CU Boulder's IEP implemented curriculum to address these student needs. Presenters will describe current research and this University Prep curriculum and facilitate discussion of sample activities, lessons, and resources.

Barbara Flocke International English Center, CU Boulder
barbara.flocke@colorado.edu

Summer Webb International English Center, CU Boulder
summer.webb@colorado.edu

Kirsten Stauffer International English Center, CU Boulder
kirsten.stauffer@colorado.edu

Agnes Farkas Roszell International English Center, CU Boulder
agnes.farkasroszell@colorado.edu

Kimberly McMillen International English Center, CU Boulder
kimberly.mcmillen@colorado.edu

FRI., NOV. 6, 9:15 A.M., PIKES PEAK A/B

Workshop - 45 minutes, TE/AR, EE, PA, SE, GA

English learners and gifted programming: Identify, plan, serve

Culturally and linguistically diverse learners continue to be under-represented in gifted programming due to lack of understanding of their unique educational and socio-cultural needs. This presentation addresses research-based frameworks for identifying gifted English Learners (ELs), outlines critical cultural considerations, and provides practical guidelines regarding planning and serving gifted English Learners.

Remy Rummel DCSD remy.rummel@dcsdk12.org

Natasha Straayer DCSD natasha.straayer@dcsdk12.org

Dr. Robin Carey DCSD robin.carey@dcsdk12.org

FRI., NOV. 6, 9:15 A.M., SPRUCE

Paper - 45 minutes, Tech, CA, IEP/HE

Simple science: STEM experiments for ESL classrooms

This session provides strategies for incorporating chemistry, physics, and biology experiments into language curriculum. It will also show how simulation software and “gamified” learning management systems can encourage students to complete, comprehend and communicate about the tasks required for such scientific experiments.

Nick Einterz International English Center, CU Boulder
john.einterz@colorado.edu

FRI., NOV. 6, 9:15 A.M., SUMMIT A

Publisher Session

Sentence-writing practice builds confidence through competence

Get This Write, LLC

Do your high school, university, or adult learners speak better than they write? Get This Write® offers them a unique self-paced, self-correcting program with clear grammar explanations and controlled sentence-writing practice. Learners gain skill and confidence through online practice so teachers can focus more on paragraph content and organization.

JoEllen Christians jchristians@getthiswrite.com

FRI., NOV. 6, 9:15 A.M., SUMMIT B

Publisher Session

Guerrilla pronunciation teaching

Language Arts Press

In multi-skills courses, we often do not have enough time or materials for full treatments of vowels, consonants, stress, and grammatical endings, yet pronunciation is part of these courses and an important need of our students. The presenter will discuss strategies and resources for effective “guerrilla” pronunciation teaching. Materials provided.

Michael Berman michael.berman@montgomerycollege.edu

FRI., NOV. 6, 9:15 A.M., SUMMIT C

Demonstration - 45 minutes, BE, EE, SE

eCALLMS Modules: Connecting academic language and content

This session will demonstrate the collaborative online learning modules developed at the University of Colorado Denver. These modules are designed to support teachers in academic language development in content classrooms, especially math and science. Participants will engage in sample module activities and learn about UCD’s ongoing research on these modules.

Tamara Milbourn CU Boulder milbourn@colorado.edu

FRI., NOV. 6, 9:15 A.M., WMDC1

Demonstration - 45 minutes, GA

Teaching without translation: An experiential workshop

This dynamic workshop demonstrates how to teach low-level learners without translation. Participants will be put into the role of beginning language learners and will take part in a Thai lesson taught solely in Thai. After the lesson, effective strategies for teaching beginners while avoiding translation will be discussed.

Dieter Bruhn dbruhn@oneworldtraining.com

FRI., NOV. 6, 9:15 A.M., WMDC2

Demonstration - 45 minutes, AE, CA, IEP/HE

Using acting skills as an ESL method

This demonstration will highlight how to trick students into improving ESL skills of pronunciation, fluency, vocabulary and vocal inflection as well as gestures and tone of voice by acting out scripts in front of video cameras. Information will include video filming and editing technology.

Mike Hammond International English Center, CU Boulder
mike.hammond@colorado.edu

FRI., NOV. 6, 9:15 A.M., WMDC3

Workshop - 105 minutes, CA, SE, GA

How the ELL to read independently?!

How can teachers better engage secondary level ELLs across the language learning spectrum in independent reading and hold them accountable? The presenter will describe the Independent Book Project she designed utilizing principles of Layered Curriculum to do just that. Implemented as a curriculum staple in grades 9-12 in her English Language Arts class at the International High School at Lafayette in Brooklyn New York (featured in the documentary, “I Learn America”), the presenter will present an overview of the project, sample activities, and suggestions for adaptation and implementation.

Cara Schroeder Community College of Aurora
caravango@gmail.com

Friday, November 6
Sessions (alphabetical by room)
Starting at 10:15

FRI., NOV. 6, 10:15 A.M., CLUB ROOM

Discussion - 45 minutes, GA

Why America won't be a multilingual nation

There is much energy expended on the notion of a multilingual, at least a bi-lingual America. That energy is mostly wasted, misspent and misleading. Many factors come together to produce inhabitants inclined to speak more than the local vernacular language, and the U.S. has hardly any of those factors operating.

Rocky Hill BUENO Center/Univeristy of Colorado
Raymond.Hill@Colorado.EDU

~ SIGNATURE PRESENTATION ~

Sponsored by Content Area Special Interest Group

FRI., NOV. 6, 10:15 to 12:00 P.M., CONIFER

10 tips for teaching short stories

Research shows that analyzing literature is a useful and engaging way to get students to think critically and enhance language skills in preparation for college. The presenter will offer 10 tips on how to maximize the use of stories in the classroom. Two literary excerpts will illustrate her points.

Sybil Marcus University of California at Berkeley
swmarcus@inreach.com

FRI., NOV. 6, 10:15 A.M., EVERGREEN/GOLDEN

Workshop - 45 minutes, EE, IEP/HE, SE

Vibrant organized academic writing

How can Second Language Learners/English Language Learners better meet the academic expectations of English writing? The presenter will demonstrate how to teach academic writing using a color-coded, hands-on approach for paragraph and essay organization and development. Workshop, handouts and suggestions for implementation will be included.

Mary Corena Hilken Community College of Aurora
mary.hilken@ccaaurora.edu

~ SIGNATURE PRESENTATION ~

Sponsored by Elementary Education Special Interest Group

FRI., NOV. 6, 10:15 to 12:00 P.M., JEFFERSON

Making students' thinking visible

Do you ever wonder what your students are thinking? Come participate in routines from Harvard Project Zero that help make students' thinking visible. These routines also develop students' oral and written language skills. Discover concrete strategies that

help students at different levels of language proficiency express their understanding.

Beth Skelton *ellbeth@bethskelton.com*

FRI., NOV. 6, 10:15 A.M., MT. EVANS

Discussion - 45 minutes, HE, PA, IEP/HE

State legislation, public universities and international students

In 2010, Colorado's state legislature passed the Higher Education Flexibility Bill, which removed international students from the total number of allowed non-resident students at Colorado's largest public universities. The purpose of this discussion is to provide some background and discuss the tangible impact of this legislation on Colorado tertiary education.

Tamara Milbourn CU Boulder *milbourn@colorado.edu*

FRI., NOV. 6, 10:15 A.M., PIKES PEAK A/B

Workshop - 105 minutes, EE, SE

We can do it! Growing student's language through measurable goals

How do you formatively assess your students' language growth? Participants will explore successful models of how WIDA tools can be used to create language goals that can be measured quantitatively by teachers and students. Participants will leave with at least one measurable language goal for a student or group of students. Teachers will explore ideas for how they can use those goals to monitor language learning between ACCESS testing and then plan for precise language instruction based on this monitoring.

Erika Lee Aurora Public Schools *edlee@aps.k12.co.us*

Alexis Ross Aurora Public Schools, ELA consultant
abross@aps.k12.co.us

Dahlia Mohammad Aurora Public Schools, ELA consultant
demohammad@aps.k12.co.us

Jodi Venzara Aurora Public Schools; Lansing Elementary; ELA Teacher Leader *jlvenzara@aps.k12.co.us*

FRI., NOV. 6, 10:15 A.M., SPRUCE

Workshop - 45 minutes, SE, GA

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 New America School
vincent.adams.esl@gmail.com

FRI., NOV. 6, 10:15 A.M., SUMMIT A

Publisher Session

Color Vowel Duo: A compelling pronunciation game

English Language Training Solutions

Based on the Color Vowel™ Chart and designed around the notion of word stress as the 'deal breaker' of spoken English, Duo is a

game for all ages and all levels. View video footage of Duo in action and see for yourself how this compelling game naturally inspires practice through play.

Karen Taylor de Caballero *colorvowelchart@gmail.com*

FRI., NOV. 6, 10:15 A.M., SUMMIT B

Publisher Session

The power of TED with 21st Century Reading and World English!
National Geographic Learning | Cengage Learning

National Geographic Learning and TED are now partners in ELT! Using examples from the new 21st Century Reading series and World English, the audience will learn how TED Talks are used to develop 21st century skills such as creative and critical thinking, collaboration, and information, media and visual literacy!

Joel Deutser *Joel.Deutser@cengage.com*
Dalia Bravo *dalia.bravo@cengage.com*

~ SIGNATURE PRESENTATION ~

Sponsored by TESOL and CoTESOL's Learning and Teaching with Technology Special Interest Group

FRI., NOV. 6, 10:15 to 12:00 P.M., SUMMIT C

Creating a virtual reality game for ELT: Trace Effects

This session will describe how a virtual reality game, Trace Effects, was conceptualized and created as an ELT tool. The online and DVD-based game is supplemented with language practice exercises and supplemental games within the game itself, plus graphic novels and teacher resources. The game and material are designed for teacher use in the classroom as well as individual student use. Trace Effects was created as a partnership between the U.S. Department of State for project funding, University of Oregon and Ohio University for linguistic and teaching content, and The SuperGroup for the game itself.

Deborah Healey TESOL International Board Member
dhealey@uoregon.edu

FRI., NOV. 6, 10:15 A.M., WMDC2

Workshop - 105 minutes, TE/AR, BE, SE

Experience adventure

Don't just sit through another presentation! Come experience a brief intro to the theory of experiential education, and then experience the type of hands-on education that can transform a classroom. The Directors from Colorado Adventure Point will train you in multiple activities that can be modified for cross-content pedagogy.

Jesse Greaves-Smith CAP
jesse.greavessmith@coloradoadventurepoint.org
Austin Durr CAP *austin.durr@coloradoadventurepoint.org*

~ SIGNATURE PRESENTATION ~

Sponsored by Intensive English Programs/Higher Education Special Interest Group

FRI., NOV. 6, 10:15 to 12:00 P.M., WMDC 1

Exploring differing views of language and pedagogy

This experiential workshop will provide participants the opportunity to experience language learning via several different approaches. We will discuss each experience through the lenses of the parts of language emphasized and learned, importance or lack thereof of accuracy, and English as a lingua franca.

Marti Anderson School for International Training
marti.anderson@sit.edu

Friday, November 6
Sessions (alphabetical by room)
Starting at 11:15

FRI., NOV. 6, 11:15 A.M., BOULDER/PARKER

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

Reflective peer learning approach to practice-teaching

The authors report on a collaboration involving two M.A. TESOL graduate students in "formative coaching" within a reflective teaching framework (Zeichner & Liston 2014). The co-teaching peers and their university supervisor discuss the steps, uses of student data and sample activities that supported their learning process.

Maria L Thomas-Ruzic Department of Linguistics/University of Colorado *maria.thomas-ruzic@colorado.edu*
Gerriann Elliott ESL Academy, University of Colorado Denver
gerriann.elliott@ucdenver.edu

FRI., NOV. 6, 11:15 A.M., CLUB ROOM

Paper - 45 minutes, AE, SE, IEP/HE

Helping newcomers succeed

Recently arrived immigrants "are among the most vulnerable subgroups of English learners" (Short & Boyson, 2012). In this session the presenters will describe basic research related to newcomer programs, discuss our own experiences working with newcomers and their families over the last 15+ years, and share some of our favorite activities.

Stephanie Dewing Summit High School
sdewing@summit.k12.co.us
Jill Heil Summit High School *heilj@summit.k12.co.us*
Mary Hanson University of Colorado Colorado Springs
mhanson3@uccs.edu

FRI., NOV. 6, 11:15 A.M., EVERGREEN/GOLDEN

Demonstration - 45 minutes, AE, IEP/HE

Teaching pronunciation with hand signals

This demonstration shows how hand signals make pronunciation/accent teaching remarkably effective. Intonation

and stress of both individual words and entire sentences are difficult for internationals to perceive using hearing alone. A combination of auditory, visual, and kinesthetic techniques is practiced, and student voice samples are provided.

Gunilla Johnson ESL Academy, UCD
gunilla.johnson@ucdenver.edu
Ryan Jeffers Emily Griffith Technical College
ryan.s.jeffers@gmail.com

FRI., NOV. 6, 11:15 A.M., MT. EVANS

Demonstration - 45 minutes, TE/AR

Great graphics! Designing visual materials for enhanced language learning

This presentation will offer tools and tricks for visually enhancing materials development in online and print formats. Attendees will learn how to develop materials that improve language learning via visual effectiveness, with specific research and examples covering font choice, color balance, and aesthetic organization.

Olivia Conner International English Center, CU Boulder
olivia.conner@colorado.edu
Juniper Stokes International English Center, CU Boulder
juniper.stokes@colorado.edu

FRI., NOV. 6, 11:15 A.M., SPRUCE

Discussion - 45 minutes, AE, IEP/HE

Teaching students with varying levels of aptitude

In this discussion, presenters will explore various strategies for handling classes with students of varying levels of aptitude. We will focus on the core subjects of grammar, reading, and writing. Presenters will discuss individual assignments and group activities that can facilitate an effective learning environment for all classroom members.

Susan Blahut Spring International Language Center
susan.b@spring.edu
Colleen McGovern Spring International Language Center
c.mcgovern@spring.edu

FRI., NOV. 6, 11:15 A.M., SUMMIT A

Publisher Session

Benefit of assessing ELLs in both languages Renaissance Learning

Educators sometimes question the value of assessing native Spanish-speaking students in Spanish when both instruction and exams are in English. The information gained, however, identifies for teachers the knowledge and skills students already have that they cannot yet demonstrate in English, and thus guides instruction.

Carol M. Johnson, Ph.D. *carol.johnson@renaissance.com*

FRI., NOV. 6, 11:15 A.M., SUMMIT B

Publisher Session

Critical thinking: Asking questions about the questions English Central

Let's dig into critical thinking by considering how to build these important skills in order to fully assess how well your resources support you in teaching critical thinking skills. Ask questions about the questions we ask our students and teach them to do the same.

Carrie Purcell *carrie@englishcentral.net*

FRI., NOV. 6, 11:15 A.M., WMDC3

Demonstration - 45 minutes, AE, CA, IEP/HE

Songs as narrative examples for ESL writing classes

This presentation will demonstrate ways to use American and British songs that tell stories as narrative examples for use in writing classes.

Mike Hammond International English Center, CU Boulder
mike.hammond@colorado.edu

Friday, November 6 **Sessions (alphabetical by room)** **Starting at 1:30**

FRI., NOV. 6, 1:30 P.M., LOBBY

Poster - 45 minutes, CA, SE, GA

Survival! An experiential learning curriculum for ELLs

When ELLs learn the skills to survive the unknowns of a disaster, they also acquire the skills needed to survive learning an unknown language. Presenter will demonstrate how teaching outdoor survival skills to ELLs is a practical, engaging, and fun theme in helping them develop academic and conversational language.

Andrew Reed Niwot High School, St. Vrain Valley School District
reed_andrew@svvsd.org

FRI., NOV. 6, 1:30 P.M., LOBBY

Poster - 45 minutes, SE, IEP/HE

Which reporting verbs characterize successful academic writing?

ESL, ESP, and EAP textbooks vary widely on the reporting verbs that they choose to teach. This poster outlines a recent corpus study that determined which reporting verbs are actually most characteristic to academia, offering teachers a definitive list of the reporting verbs most crucial for improving academic writing.

John Whalen Colorado State University
john.whelen@colostate.edu

FRI., NOV. 6, 1:30 P.M., BOULDER/PARKER

Workshop - 45 minutes, AE, GA

Writing that works

Work with your peers to follow a model of building rich language structures using informal and formal discourse in writing. This is applicable to all levels of education, with beginning to advanced students.

Brenda Fox Community College of Aurora starrbees@gmail.com

FRI., NOV. 6, 1:30 P.M., CLUB ROOM

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

Critical approach to the ESL reading classroom

This study explored the possibility of applying principles and practices of critical literacy to the teaching of ESL reading texts while raising the teacher/researcher's own critical awareness by examining not just his/her thoughts and feelings but also his/her teaching practices.

Jihyun Nam jnam@umail.iu.edu

FRI., NOV. 6, 1:30 P.M., CONIFER

Paper - 45 minutes, BE, HE, SE

Collaborative action research examining critical language pedagogy

A group of researchers from various institutions and disciplines are collaborating to examine critical language pedagogy and learn from approaches from various disciplines such as modern world languages, bilingual education, English as a second or foreign language and urban teacher education. This paper will present the results of our collaborations.

Kara Mitchell Viesca CU Boulder kara.viesca@ucdenver.edu

Mark Knowles University of Colorado Denver
mark.knowles@Colorado.edu

FRI., NOV. 6, 1:30 P.M., EVERGREEN

Demonstration - 45 minutes, AE, GA, IEP/HE

Teaching without a net

In this practice-oriented session, participants will engage in activities without borders which are appropriate for a variety of levels of English language learners anywhere in the world using a materials light approach. Relying too heavily on technology can become a teacher show rather than a student-centered experience.

Constance Leonard United States Air Force Academy
connie@billaki.com, constance.leonard@usafa.edu

FRI., NOV. 6, 1:30 P.M., GOLDEN

Workshop - 105 minutes, AE, TE/AR, IEP/HE

LGBTQ+ safe zones trainings in ESL contexts

This interactive workshop, presented at TESOL 2015 as the ILGBTQF Forum's Official Session, addresses LGBTQ+ inclusion in

ESL curriculum and the successes and challenges of implementing Safe Zone Trainings in ESL environments. It includes pedagogy, methodology and deepening understanding about how to be an active LGBTQ+ community member and ally.

Kate Noon-Ulvila Community College of Aurora kate.noon-ulvila@ccaaurora.edu

~ SIGNATURE PRESENTATION ~

Sponsored by Socio-political Concerns Special Interest Group

FRI., NOV. 6, 1:30 to 2:15 P.M., JEFFERSON

Politics and english language learners

No matter what your political leanings, policies at the state and local level can affect the English language learners in your class. Policies that affect parents trickle down to the children in K-12. Adult ESL instructors are familiar with the empty seat today that was occupied yesterday by an adult without documentation. In this SIG forum, we'll take a look at current policies and initiatives that could affect English language learners of all ages in Colorado from four perspectives: a Colorado legislator, an immigration attorney, a local immigrant advocate, and a national policy analyst.

Kat Bradley-Bennett St. Vrain Community Adult Education
katpbennett@gmail.com

Ian McKinley El Comite de Longmont

Amanda Bergson-Shilcock National Skills Coalition
amandabs@nationalskillscoalition.org

Jonathan Singer Colorado Representative, House District 11

Bob Norris Colorado Immigrant Rights Coalition

FRI., NOV. 6, 1:30 P.M., MT. EVANS

Discussion - 45 minutes, CA, EE, SE

Opportunities and challenges for bilinguals in science

How can we develop bilingual learners' language and literacy through science instruction? We'll discuss opportunities and challenges for bilingual learners embedded in Next Generation Science Standards (NGSS) and ways to support teachers through eCALLMS professional development modules.

Chris Carson University of Colorado Denver
christopher.carson@ucdenver.edu

FRI., NOV. 6, 1:30 P.M., PIKES PEAK A

Paper - 45 minutes, TE/AR, GA

Students' strategies for dealing with misunderstandings

The presenter will discuss the strategies students use in dealing with misunderstandings, if these are culturally-based and their implications from a pedagogical perspective. These implications are based upon a study at a university which surveyed L1 English, Chinese, and Arabic speakers which targeted question types and contexts that were used.

Kathleen Hamel Colorado State University
kathleenhamel.18@gmail.com

FRI., NOV. 6, 1:30 P.M., PIKES PEAK B

Workshop - 45 minutes, TE/AR, BE

Helping teachers evaluate EL progress to English language acquisition using WIDA ACCESS for ELLs

Teachers are often daunted by the amount of data provided about an EL's progress to language acquisition. This interactive workshop illustrates how the presenters prepared teachers and administrators to use ACCESS Status, Trajectory, and Growth data. Participants practice assessing students with different English proficiency levels in different domains of language.

Katherine E. Beck Denver Public Schools
Katherine_Beck@dpsk12.org

FRI., NOV. 6, 1:30 P.M., SPRUCE

Workshop - 105 minutes, CA, EE, PA, SE, GA

Co-teaching: Providing access, developing language and building capacity

In this session, participants will create a plan for co-teaching as they learn about how this approach to programming for ELLs provides equitable access to the core curriculum, promotes English language development and builds the capacity of co-teachers to ensure that safe, equitable and positive learning occurs throughout the day.

Holly Porter Cherry Creek School District
hporter3@cherrycreekschools.org
Julie Ignacz Cherry Creek School District
jignacz2@cherrycreekschools.org
Lori Sayler Cherry Creek School District *ldietrich-sayle@cherrycreekschools.org*
Meg Lucero Cherry Creek School District
mlucero4@cherrycreekschools.org

FRI., NOV. 6, 1:30 P.M., SUMMIT A

Workshop - 45 minutes, BE, EE, PA, SE

Overview of ACCESS for ELLs 2.0

An informational overview of the transition to ACCESS for ELLs online. A look at the test administrator resources to prepare for computer and paper based testing, student practice tests and an opportunity to ask state level questions.

Heather Villalobos Pavia villalobos-pavia_h@cde.state.co.us

FRI., NOV. 6, 1:30 P.M., SUMMIT B

Publisher Session

Grammar Explorer - Taking grammar to uncharted territory
National Geographic Learning | Cengage Learning

Grammar Explorer prepares students for academic success and communication through captivating National Geographic content and activities that highlight real world English. This interactive session shows how students encounter the grammar in rich listening, speaking, reading, and writing activities. Students are fully engaged making for a fun, successful learning experience.

Rob Jenkins robjenkins.esl@gmail.com

FRI., NOV. 6, 1:30 P.M., SUMMIT C

Workshop - 45 minutes, TE/AR, BE, CA, EE, SE, IEP/HE

Quality academic discussions

Quality Academic Conversations is a research-based session that gives all teachers tools for engaging students in rigorous academic discourse including scaffolds for students' language proficiency. Participants will engage in grade-level specific activities that require students talk with a variety of partners, using academic language and evidence to support their assertions.

Jeanine Harvey Denver Public Schools
jeanine_harvey@dpsk12.org
Kayla Grayson Denver Public Schools
kayla_grayson@dpsk12.org
Lyndsey Cotter Denver Public Schools
lyndsey_cotter@dpsk12.org

FRI., NOV. 6, 1:30 P.M., WMDC1

Workshop - 45 minutes, BE, EE, SE

Bilingual e-book publishing by students for students

Join us for a hands-on workshop on bilingual ebook creation involving photography and both written and recorded language. Explore our expanding library of multicultural ebooks created by children worldwide and learn how you can use this tool to foster biliteracy, cultural pride and digital citizenship in your students.

Julie Carey Write Our World writeourworldbooks@gmail.com
Caree Edson Write Our World writeourworldbooks@gmail.com

FRI., NOV. 6, 1:30 P.M., WMDC2

Workshop - 45 minutes, TE/AR, EE, GA

Utilizing the SIOP model within an RTI framework

The SIOP Model is a research validated approach to teaching that, when implemented well, improves student achievement. Participants will be briefly introduced to the components of the SIOP Model and how it can be used to help English learners achieve high standards across content areas. Next, there will be a discussion of The SIOP Model and its application in a Response to Intervention (RTI) Framework since effective instruction in the general education classroom (Tier 1) is critical for academic success.

Rebecca Canges Metropolitan State University of Denver
rcanges@msudenver.edu

FRI., NOV. 6, 1:30 P.M., WMDC3

Workshop - 45 minutes, AE, GA, IEP/HE

How to give a teacher accurate evaluations

How accurate and helpful are student evaluations of teachers? With the help of a children's book, *How to Babysit a Grandma*, teachers will shift their perspective to the students' point of view and discuss student evaluation descriptors, so that these evaluations can focus teaching and promote self-reflection.

Parmelee Welsh Spring International Language Center
parmelee.welsh@gmail.com

Friday, November 6
Sessions (alphabetical by room)
Starting at 2:30

FRI., NOV. 6, 2:30 P.M., BOULDER/PARKER

Workshop - 45 minutes, SE

The journey: Engaging English language learners with Google Maps

This dynamic interactive workshop applies technology to enhance the learning of ELD students and create an avenue for them to share their life stories. Google Maps and other technology ideas will provide educators with tools to excite and stimulate their student's minds.

Leticia Guzman Ingram Basalt High School; Roaring Fork School District tingram@rfschools.com

Ben Bohmfalk Roaring Fork School District
bbohmfalk@rfschools.com

FRI., NOV. 6, 2:30 P.M., CLUB ROOM

Paper - 45 minutes, AE, TE/AR

Transform your classroom with scroll-based culturally responsive teaching

Participants will be able to adapt their own lesson plans or create a scroll-based curriculum using a culturally responsive teaching model, the Mutually Adaptive Learning Paradigm® (MALP®), to reduce low-literacy learners' cultural dissonance and facilitate language learning. Theoretical background and recent research findings will be presented to support the model.

Nan Frydland Neighbors Link nanfrydland@gmail.com

FRI., NOV. 6, 2:30 P.M., CONIFER

Demonstration - 45 minutes

Enhancing teaching and learning with the TESOL technology standards

A number of basic beliefs about teaching, learning, and technology were central to the creation of the TESOL Technology Standards, plus a commitment to make them relevant globally in a wide range of settings. The Standards are addressed to learners, teachers, administrators, and teacher educators. The purpose of the Standards is to establish benchmark expectations for use of technology in English language teaching environments and contribute to enhancing current pedagogy.

Deborah Healey TESOL International Board Member
dhealey@uoregon.edu

FRI., NOV. 6, 2:30 P.M., EVERGREEN

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

Beyond faculty meetings: A model for classes

Faculty feel meetings are places where time is the least well spent—reviewing duties or deadlines—not motivating and growing. This presentation addresses language skill activities used

in meetings that provided dual roles—creative, hands-on ways to discuss job issues while modeling in class activities and formative assessment structures.

Sara K. Holzberlein Emily Griffith Technical College
sara.holzberlein@emilygriffith.edu

~ SIGNATURE PRESENTATION ~

Sponsored by Secondary Education Special Interest Group

FRI., NOV. 6, 2:30 to 4:15 P.M., JEFFERSON

Getting to genre through grammar

Success in secondary school requires an appreciation of how language constructs meaning for different purposes with clarity, coherence and an appropriate sense of audience. Thus, the Common Core State Standards explicitly "approach language as a matter of craft and informed choice among alternatives." Negotiating these alternatives is often bewildering for inexperienced readers and writers who are still working toward accuracy and fluency in English. This presentation demonstrates a systematic pedagogy that helps students understand the craft of different genres and provides the linguistic tools for their construction.

Elizabeth O'Dowd Saint Michael's College, Vermont
eodowd@smcvt.edu

FRI., NOV. 6, 2:30 P.M., MT. EVANS

Paper - 45 minutes, CA, SE

WOW/MOM - Word of the Week/Math of the Month

This school-wide program supports academic language building across subject areas by integrating targeted mathematics and language arts vocabulary into all classrooms in the secondary setting. Participants will be exposed to the theory informing the program and explore its applications through examples and vocabulary games.

Susan Holloway Longmont High School
wittmanholloway@yahoo.com

Lilia Guimaraes New America School, Jeffco
lguimaraes@newamericaschool.org

FRI., NOV. 6, 2:30 P.M., PIKES PEAK A

Discussion - 45 minutes, PA, IEP/HE

Instructor or disciplinarian?

As teachers we do not enjoy being disciplinarians, yet we are required to be at times. Can administrators empower their faculty in this area? Presenters will share principles implemented at their language program to address and reduce behavioral problems. Participants will be asked to share their experiences.

Andy Pulford Spring International Language Center
andy.p@spring.edu

Shirlaine Castellino Spring International Language Center
shirlaine.c@spring.edu

FRI., NOV. 6, 2:30 P.M., PIKES PEAK B

Paper - 45 minutes, AE, BE

Family language planning: Saudi sojourners in the U.S.

Most of the conducted research in the area of family language policy concerns permanent immigrants. Few studies have examined language policy and planning of sojourners. This research should benefit ESL teachers, parents, and language policy makers. The research introduces data that could target the uniqueness of sojourners' language policies.

Saleh M Alharthi smlhrthi@memphis.edu

FRI., NOV. 6, 2:30 P.M., SUMMIT A

Publisher Session

Out and about: Teacherless activities for beginners

Alta English Publishers

Want to get your students up on their feet speaking English from day one? The innovative techniques and teacherless activities in this dynamic session help increase student involvement and reduce teacher prep time - plus give students confidence for real-world English interactions! Handouts with ready-to-go classroom materials are provided.

Hugo Loyola hugo@altaenglishpublishers.com

FRI., NOV. 6, 2:30 P.M., SUMMIT B

Publisher Presentation

The SIT Graduate Institute experience

SIT Graduate Institute is a nonprofit, accredited graduate school that offers master's degrees and graduate level certificates and professional development programs. SIT is a pioneer and worldwide leader in the professional fields in which we teach and work.

Marti Anderson School for International Training
marti.anderson@sit.edu

FRI., NOV. 6, 2:30 P.M., SUMMIT C

Paper - 45 minutes, TE/AR, PA, SE

Surviving innovation: Adjusting to mandates from above

Presenters discuss their personal adjustments to external mandates designed to meet the needs of immigrant and refugee high school students: Classroom instructional techniques that focus on students' lived experience; Sheltering techniques and differentiation; Co-Teaching with content-area colleagues; Curriculum and scheduling changes; Student counseling/advising to connect college-career possibilities to school curricula.

Mark A. Clarke mark.clarke@ucdenver.edu

Annie Trujillo New America School, Lowry
atrujillo@newamericaschool.org

Robert Hubbard New America School, Lowry
ahubbard@newamericaschool.org

Erin Kimmel New America School, Lowry
ekimmel@newamericaschool.org

FRI., NOV. 6, 2:30 P.M., WMDC1

Workshop - 105 minutes,

The controversial classroom: Promoting learning through argument

This workshop focuses on the use of controversial issues to promote critical thinking for college bound ESL students. The presenters highlight their use of case studies and debates to foster these discussions. During the session, attendees will examine and discuss specific case studies and devise teaching practices for mitigating controversy.

Nick Einterz International English Center, CU Boulder
john.einterz@colorado.edu

Olivia Conner International English Center, CU Boulder
olivia.conner@colorado.edu

FRI., NOV. 6, 2:30 P.M., WMDC2

Workshop - 105 minutes, AE, GA, IEP/HE

Supercharged vocabulary learning: Put the students in charge

Students know it, teachers know it, and research supports it: vocabulary is crucial! Help your students take charge of vocabulary learning with this collection of best-practice activities. Little preparation time for you, maximum engagement for your students, both in class and in the world beyond the classroom. Extensive handout.

Laurel Pollard Educational Consultant lpollard@dakotacom.net

~ SIGNATURE PRESENTATION ~

Sponsored by Adult Education Special Interest Group

FRI., NOV. 6, 2:30 to 4:15 P.M., WMDC3

Critical language pedagogy: Language teaching for social justice and equity

Together we will explore both what critical language pedagogy is and how it facilitates our opportunities to teach language with a focus on social justice and equity. Considering personal biases, critical perspectives on curriculum, instruction and assessment as well as the opportunities to turn a language classroom into an engaging space to collaboratively battle marginalization and oppression, this session will offer theoretical and practical perspectives focused on improving our instructional practices.

Kara Viesca University of Colorado Denver
kara.viesca@ucdenver.edu

Friday, November 6
Sessions (alphabetical by room)
Starting at 3:30

FRI., NOV. 6, 3:30 P.M., BOULDER/PARKER

Workshop - 45 minutes, CA, EE, SE

Fortifying academic language skills

The shift to Common Core Standards has created challenges for English learners and their teachers in grades K-12. The presenters will demonstrate techniques to fortify language learning providing

greater access to the demands of the new standards. With the understanding that it will be difficult for learners to comprehend complex text if they are unable to comprehend complex sentence structures, this session will provide models of ways in which language complexities will be made accessible for linguistically diverse learners. The presenters will show strategies in which language can be constructed and deconstructed to make meaning for English learners.

Karen Caddoo Adams 12 Five Star Schools
karen.caddoo@adams12.org
Diane Rosen Adams 12 Five Star Schools
ros018253@adams12.org

FRI., NOV. 6, 3:30 P.M., CLUB ROOM

Workshop - 45 minutes, CA, SE

Classroom conversation for academic language development

Conversation is a powerful tool that helps us to build ideas, solve problems and communicate our thoughts. This workshop will focus on creating and exploring purposeful academic conversation tasks as a regular part of our classroom practice to strengthen comprehension of complex ideas and support academic language development.

Brad Russell Mapleton Public Schools *russellb@mapleton.us*

FRI., NOV. 6, 3:30 P.M., CONIFER

Demonstration - 45 minutes, AE, GA

Giving and getting feedback

You can't improve without knowing what is going well or not, and this is true for both students and teachers. Participants in this workshop will leave with several techniques for giving feedback to and eliciting feedback from students.

Debbie Goldman *debbie@intercambioweb.org*

FRI., NOV. 6, 3:30 P.M., EVERGREEN

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

Reflective practice in professional teacher development

The co-presenters provide methods, tools, and activities encompassed in being a self-reflective practitioner. Several activities in the session promote awareness, questioning, and alternatives in seeing yourself. The objective of the session is to walk away with some materials, resources, and valuable insights into how self-reflection is a self-improvement tool.

Candace Maher University of Denver *candace.maher@du.edu*
Meghan Balderston University of Denver
meghan.balderston@du.edu

FRI., NOV. 6, 3:30 P.M., GOLDEN

Workshop - 45 minutes, SE, IEP/HE

Habits for highly effective teens

Sean Covey wrote a wonderful book titled "The 7 Habits of Highly Effective Teens". The wisdom in this book can aid any ESL student in public school or heading off to a university. Cultural awareness

and the behavior of successful students will be demonstrated in student centered activities.

Karen Eichhorn International English Center, CU Boulder
karen.eichhorn@colorado.edu
Amelia Tietzsort International English Center, CU Boulder
Amelia.tietzsort@colorado.edu

FRI., NOV. 6, 3:30 P.M., MT. EVANS

Demonstration - 45 minutes, IEP/HE

ESL student as ethnographer: Undergraduate students connect

Participant observation and cultural informant interviews help students cross self-imposed borders between themselves and others on U.S. campuses. Presenters describe how ethnography assignments in a U.S. Culture class for international students provided students with research skills and excuses for engaging in conversations with Americans and participating in community events.

Ethel C. Swartley University of Denver *Ethel.Swartley@du.edu*
Melanie Witt-Wilson University of Denver
Melanie.Witt@du.edu
Lizabeth C. Collier University of Denver *Lizabeth.Collier@du.edu*

FRI., NOV. 6, 3:30 P.M., PIKES PEAK A

Paper - 45 minutes, EE, GA

Linguistic complexity, WIDA, and writers' workshop

WIDA identifies linguistic complexity as a primary feature of academic language, but what makes language complex? What does it mean for writing to be cohesive and coherent? And can linguistic complexity be addressed intentionally during writers' workshop? Find out during this exploration of the concept of linguistic complexity.

Ian Christopher Hooper Dept. of ESL/Dual Language, Jeffco Public Schools *ihooper@jeffco.k12.co.us*

FRI., NOV. 6, 3:30 P.M., PIKES PEAK B

Paper - 45 minutes, BE, CA

Translanguaging and supporting academic language development

With ethnographic data from a 5th grade bilingual cohort, this work shows how exploring content in various languages and varieties simultaneously, and in various modalities (music, video, symbol representations), teachers can support students in acquiring new linguistic structures. These translanguaging pedagogies leverage students' familiar language practices to expand their repertoires.

Luis Poza University of Colorado Denver School of Education and Human Development *luis.poza@ucdenver.edu*

FRI., NOV. 6, 3:30 P.M., SPRUCE

Workshop - 45 minutes, IEP/HE

Student self-assessments: Perspectives and approaches

Teachers often question the value of using self-assessment for language instruction. The presenters will offer perspectives from current discourse on the topic and share approaches they have used to incorporate self-assessment for various skill areas. Based on suggested guidelines, participants will design a tool for helping students evaluate their progress.

Kim-Lan T. Bui University of Denver English Language Center
kim-lan.bui@du.edu

Irina Berger University of Denver English Language Center
irina.berger@du.edu

FRI., NOV. 6, 3:30 P.M., SUMMIT A

Workshop - 45 minutes, AE, TE/AR, GA

Culturally relevant pedagogy that transcends heroes and holidays

The need for culturally relevant pedagogy remains vital in the ESL classroom to best support English learners. In this hands-on workshop, attendees examine specific strategies that increase cultural relevance and develop their own action plan for implementing these strategies in their classroom.

Dr. Juli Sarris *juli.sarris@colorado.edu*

FRI., NOV. 6, 3:30 P.M., SUMMIT B

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

Yellowstone lesson using self testing and interleaving

Participants will experience learning through actively self testing and interleaving in a lesson about the history, natural features and wildlife of Yellowstone National Park based on the techniques reported in *Make It Stick: The Science of Successful Learning* (2014). These effective techniques are transferable to any theme, course and setting.

Sally White INTO CSU *sal.white@colostate.edu*

FRI., NOV. 6, 3:30 P.M., SUMMIT C

Workshop - 45 minutes, SE, GA

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 New America School
vincent.adams.esl@gmail.com

Saturday, November 7

Sessions (alphabetical by room)

Starting at 8:45

~ FEATURED PRESENTATION ~

Sponsored by CoTESOL

SAT., NOV. 7, 8:45 to 10:00 A.M., JEFFERSON

Teaching in the 21st Century: How can the 20th Century teacher teach the 21st Century learner?

Research strongly suggests that “Net-generation learners” have profoundly different ways of learning – and indeed, interacting with the world – compared to previous generations. This development provides “20th Century teachers” with an enormous challenge: how do we respond to these differences in a constructive and productive way? In this session, the presenter will describe his own journey from refusing to adapt to these changes, to accepting, and finally embracing the new learning styles and preferences of his learners. Ultimately, it can be enormously professionally fulfilling when 20th Century teachers finally acknowledge that they too need to become “21st Century Learners.”

Thomas Healy Pratt Institute *thomas_healy@mac.com*

Saturday, November 7

Sessions (alphabetical by room)

Starting at 9:15

SAT., NOV. 7, 9:15 A.M., BOULDER

Discussion - 45 minutes, SE

Colorado READ Act – Year three implementation

This session will offer participants the opportunity to learn more about implementation of the Colorado READ Act for all kindergarten through Grade 3 students, including English Learners. Updates will include implementation data from the past two years as well as revisions to State Board of Education rules for administration.

Alisa Dorman Colorado Department of Education
Dorman_A@cde.state.co.us

SAT., NOV. 7, 9:15 A.M., CLUB ROOM

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

Climbing down the ladder of inference together

The presenter will explore findings from action research in developing student and teacher awareness of “mental models” – one of five “learning disciplines” presented in Peter Senge’s *Schools That Learn*. Audience members will explore strategies for uncovering tacit assumptions and attitudes through activities that scaffold the skills of reflection and inquiry.

Thomas Germain Spring International Language Center
tomg@spring.edu

SAT., NOV. 7, 9:15 A.M., CONIFER

Workshop - 45 minutes, Tech, SE, IEP/HE

Creating connections and language confidence through Facebook

Facebook provides a bridge for cross-cultural sharing and understanding, but it also has distinct educational advantages. This presentation demonstrates several creative uses for Facebook in constructing an effective online learning environment. Participants learn to utilize the "group" and "event" functions to manage organized virtual classrooms and post unique assignments.

J. Niko Kirby English Language Center, University of Denver
jane.kirby@du.edu

Ariana Van Beurden Oregon State University
arianavanb@gmail.com

SAT., NOV. 7, 9:15 A.M., EVERGREEN

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

Effective paraphrasing techniques for academic success

Presenters will demonstrate effective strategies for teaching paraphrasing to pre-university students. This includes techniques students can use to tackle the difficult task of paraphrasing without plagiarizing. Materials and activities will include methods for comprehending source ideas, utilizing synonyms, restructuring and organizing original text, and using proper citation.

Patricia Juza CU Boulder *patricia.juza@colorado.edu*

SAT., NOV. 7, 9:15 A.M., GOLDEN

Panel - 45 minutes, AE, EE, IEP/HE

Supporting students from diverse cultures

Building a strong classroom community is essential in supporting students acquiring English. As classrooms become more diverse, we need to be knowledgeable about the cultures of all of our students. In this session, presenters from Saudi Arabia and Libya discuss strategies for supporting students from these areas of the world.

Mary Hanson UCCS *mhanson3@uccs.edu*
Nuha Alaqeel
Raga Elmazaini

SAT., NOV. 7, 9:15 A.M., MT. EVANS

Discussion - 45 minutes, TE/AR, CA, EE, SE, GA

From the mouth of babes - What ELs want from their learning

The session will share action research recently completed by Lewis Palmer School District of EL students. Focus groups of EL students (K-12) were formed to find out what students perceive they need to access learning. A smaller study will also be shared where characteristics of long-term ELs were examined.

Stephanie Johnson Lewis Palmer School District
sjohnson@lewispalmer.org

Leah Parker Lewis Palmer School District
Teresa Kulow Lewis Palmer School District

SAT., NOV. 7, 9:15 A.M., PARKER

Demonstration - 45 minutes, SE, GA, IEP/HE

Using vocabulary logs for improved vocabulary instruction

This demonstration shows ESL teachers and materials designers how to create and use a set of integrated vocabulary log activities to improve vocabulary teaching and learning. Ideas for adaptation for different levels, different media, review, and assessment are discussed, and examples of all materials demonstrated are provided.

Stuart Landers Colorado State University
stuart.landerson@colostate.edu

Jessica Avery Colorado State University
faerydaisy@colostate.edu

Amber Patterson Colorado State University
ampatter@Mail.Colostate.edu

SAT., NOV. 7, 9:15 A.M., PIKES PEAK A

Paper - 45 minutes, IEP/HE

University tutoring and support for international student success

This presentation will discuss the implementation of a university English Language tutoring program, focusing on activities and lessons established to promote student participation in the classroom and the Language Center, students' perception of their involvement, and information about training for student tutors.

Lizabeth C. Collier University of Denver English Language Center
Lizabeth.Collier@du.edu

Adrienne Gonzales University of Denver, Center for World Languages and Cultures

Cheyne Kirkpatrick University of Denver, English Language Center

Melanie Witt-Wilson University of Denver, English Language Center

SAT., NOV. 7, 9:15 A.M., PIKES PEAK B

Demonstration - 45 minutes, AE, TE/AR, PA

Curricular exit assessments: Paving pathways for refugees

Curricular benchmarks and aligned exit assessments can provide more than just information for program level moves, but additionally, pathways to further refugee education and employment. This presentation addresses how curriculum-aligned exit assessments have communicated program achievement to teachers, future educational/career goals to school advisors, and employment possibilities to VOLAGS.

Sara K. Holzberlein Emily Griffith Technical College
sara.holzberlein@emilygriffith.edu

SAT., NOV. 7, 9:15 A.M., SPRUCE

Paper - 45 minutes, HE, SE, IEP/HE

Plagiarism: Is it really theft?

American academia often frames plagiarism as matter of ethics, using the analogy of 'theft'. However, unlike other academic

integrity violations, plagiarism can be both intentional and unintentional. During this paper presentation, the presenter will argue against the common framing and offer a different, more effective conception of plagiarism to teach students.

Tamara Milbourn CU Boulder milbourn@colorado.edu

SAT., NOV. 7, 9:15 A.M., SUMMIT A

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

Having the world in your classroom

This action research probes into the social, academic and psychological intricacies that a non-native female, fresh out of a drastically different culture, goes through during her first year in the United States. The study suggests hands-on strategies for international students as well as ESL teachers to facilitate the process of acculturation.

Majed Abdullah University of New Mexico
English.majed@gmail.com

SAT., NOV. 7, 9:15 A.M., SUMMIT B

Publisher Session

College and career readiness development from the beginning Cambridge University Press

Come discover ways to make your adult education students college and career ready – right from the start! Learn how the *Ventures* curriculum helps teachers address CCR standards (including text complexity, evidence and building knowledge) while meeting student needs. In addition, learn how soft-skills are developed.

Dennis Johnson drjohnso@ccsf.edu

SAT., NOV. 7, 9:15 A.M., SUMMIT C

Workshop - 45 minutes, EE, IEP/HE, GA

Supporting English Learners within a tiered framework

A multi-tiered system of supports is a whole-school, prevention-based framework designed to improve learning outcomes of every student. Explore how the components of this framework may be used within a culturally responsive context to support English learners. Presenters will share resources, tools, videos and strategies for implementation.

Michael Ramirez Colorado Department of Education
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Kim Watchorn Colorado Department of Education
Watchorn_k@cde.state.co.us

Rebekah Ottenbreit Ottenbreit_R@cde.state.co.us

Saturday, November 7
Sessions (alphabetical by room)
Starting at 10:15

SAT., NOV. 7, 10:15 A.M., BOULDER

Workshop - 105 minutes, AE, GA, IEP/HE

Deep learning for beginners: No burnout for you!

NOTE FROM CHRIS - PRESENTER HAS 6 PROPOSALS, 4 AE, 1 IEP/HE, 1 SE. Do you want to provide 'deep learning' for

beginners? Would you like to teach more effectively while preparing less? Come and practice adaptable, student-centered activities you can use next week and for the rest of your life! Full handout

Laurel Pollard Educational Consultant lpollard@dakotacom.net

SAT., NOV. 7, 10:15 A.M., CLUB ROOM

Workshop - 105 minutes, AE, TE/AR, IEP/HE

The unworkshop on critical pedagogy

Critical pedagogy seeks to address social inequities in both the classroom and society. Join us as we collaboratively negotiate an agenda, share our most successful tools and lessons, reflect on our learning, and apply those lessons to our own classrooms. Both veteran and aspiring critical pedagogues are welcome to attend.

Daniel M. Schweissing Community College of Aurora
Daniel.Schweissing@CCAurora.edu

Lena Karabushin Community College of Aurora
Yelena.Karabushin@CCAurora.edu

SAT., NOV. 7, 10:15 A.M., CONIFER

Workshop - 105 minutes, BE, EE

Learning two languages through content to build biliteracy

Participants will learn how several Colorado schools use the OCDE Project GLAD model(TM) with biliteracy strategies to teach standards-based content in Spanish and English. Through integrated literacy units, strategies, cooperative learning and differentiation students develop language across all domains and bilingually as they interact in multiple ways with the content.

Lindsay Armstrong DPS Lindsay_Armstrong@dpsk12.org
Anne Ginnold
Bonnie Wong

SAT., NOV. 7, 10:15 A.M., EVERGREEN

Workshop - 45 minutes, AE, TE/AR, IEP/HE, PA

Designing effective student learning outcomes and assessments

In this workshop, participants learn how to write effective student learning outcomes. Participants also learn how to develop practical assessment tools that measure students' progress, outcomes, and proficiency across skills and levels. Discussion focuses on how to apply these to accreditation standards and reporting requirements. Materials and samples are provided.

Patricia Juza CU Boulder patricia.juza@colorado.edu

SAT., NOV. 7, 10:15 A.M., GOLDEN

Discussion - 45 minutes, IEP/HE

Challenges Arabic students encounter in the U.S.

This interactive presentation will provide background information to ESL teachers concerning the basic foundational linguistic and cultural differences that might hinder the Arabic students' learning progress.

Layla Malander layla.malander@colostate.edu

SAT., NOV. 7, 10:15 A.M., JEFFERSON

Discussion - 45 minutes, IEP/HE, PA, GA

Facilitating groups and building teams

How can your teams become more effective? This presentation focuses on the skills needed to facilitate groups and build teams. Attendees will consider the advantages and disadvantages of working in teams and groups, examine what characteristics make a good team, understand the dysfunctions of teams, and review team leadership functions.

Renee Feather Educational Consulting Services, LLC
reneelongfeather@gmail.com

SAT., NOV. 7, 10:15 A.M., MT. EVANS

Demonstration - 45 minutes, TE/AR, BE, EE

Seeking bright futures for below grade-level readers

Learn how our district creates and uses effective instructional plans for Kindergarten to 3rd grade ELs in response to House Bill 12-1238: The Colorado READ Act. READ Plans for ELs are compared to Plans for non-ELs to understand how students with detailed and well-implemented Plans improve their literacy skills.

Katherine E. Beck Denver Public Schools
Katherine_Beck@dpsk12.org
Stefanie Pleiss Denver Public Schools
Stefanie_Pleiss@dpsk12.org

SAT., NOV. 7, 10:15 A.M., PARKER

Demonstration - 45 minutes, Tech, IEP/HE

Using corpora to teach grammatical patterns

Higher level writing students benefit from using corpora; however, corpora can enhance lower-level students' progress in writing as well. The presenters demonstrate simple procedures and tips to use the freely available Corpus of Contemporary American English (COCA) to teach grammatical patterns. Sample activities and procedures will be distributed.

Brian Doebbeling INTO CSU *brian.doebbeling@colostate.edu*
Amber Patterson INTO CSU *amber.patterson@colostate.edu*

~ SIGNATURE PRESENTATION ~

Sponsored by Teacher Education / Action Research Special Interest Group

SAT., NOV. 7, 10:15 to 12:00 P.M., PIKES PEAK A

Bright perspectives on teacher education

With the rapid growth of technology and the ongoing development of pedagogy, teachers often have to shift and shape their instruction to fit the demands of modern teaching standards while struggling to find the time to get adequate training to meet their needs. Attendees will leave with bright perspectives for teacher training that they can immediately use for their own self-improvement or for their program as a whole. The panelists in this session will focus on four different perspectives: design of a lunch and learn reading group; Massive Open Online Courses (MOOCs) to self-train on teaching language through content; CDE's Adult

Basic Education Authorization for increasing teacher collaboration; and training other teachers to keep their classrooms dynamic and interactive.

Olivia Conner International English Center, CU Boulder
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Virginia Nicolai Colorado Mountain College
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Ruth Moore International English Center, CU Boulder
ruth.moore@colorado.edu
Dieter Bruhn One World Training
dbruhn@oneworldtraining.com

SAT., NOV. 7, 10:15 A.M., PIKES PEAK B

Workshop - 45 minutes, AE, PA, IEP/HE

Video tools for refugee family engagement, school orientation, and professional development

Producer Lauren Swain, of Mind's Eye Productions' Refugee Advocates Media Project (RAMP), will demonstrate the advantages of using video as a tool for providing multilingual school orientation to refugee and immigrant families, and delivering professional development strategies to the educators and school staff who serve them.

The advantages discussed will include the special capacity of video to deliver consistent, comprehensive, and compelling messages in a very short period of time, in any location, in a multi-lingual format when needed.

Lauren Swain Mind's Eye Productions
video@mindseyeworld.com

SAT., NOV. 7, 10:15 A.M., SPRUCE

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

Contemplative education and ESL: Transformative teaching moments

As teachers, we have all had transformative teaching moments triggered by positive and/or negative classroom experiences. How we choose to process these events can impact our teaching. This discussion is an invitation to reflect on such experiences and will be an opportunity to get a taste of contemplative educational practices as they apply to the ESL classroom.

Zuzana Regan International English Center, CU Boulder
zuzana.regan@colorado.edu
Susan E. Fouts International English Center, CU Boulder
susan.fouts@colorado.edu

SAT., NOV. 7, 10:15 A.M., SUMMIT A

Publisher Session

Project-based learning made easy
National Geographic Learning | Cengage Learning

This interactive workshop will provide participants with a unique and innovative approach to collaborative project-based learning in the adult ESL classroom. The presenter will demonstrate how to manage team and group dynamics while promoting community

CANCELED

and incorporating standards and skills in a fun and productive way.

Staci Johnson stacijohnson.esl@gmail.com

SAT., NOV. 7, 10:15 A.M., SUMMIT B

Publisher Session

Longman Dictionaries: The perfect choice
Pearson ELT

Reaching native speaker competence is not just about learning lists of words and grammar. Making the connections between individual words is equally important. Longman Dictionaries help learners understand new vocabulary, comprehend the nuances of multiple meanings, and learn the most typical word combinations used by native speakers.

Sarah Towler sarah.towler@pearson.com

SAT., NOV. 7, 10:15 A.M., SUMMIT C

Demonstration - 45 minutes, AE, EE, SE, GA

Phonetic transfer issues between Spanish and English

Pronunciation is often problematic for language learners and this presentation will specifically address difficulties native speakers frequently face when developing phonetic skills: English-Spanish, Spanish-English. A wide variety of classroom experience and research-based strategies will highlight verbal challenges commonly encountered. Educators will acquire effective techniques in overcoming such obstacles.

Nate Will Colorado State University
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Anabela Valerioti Colorado State University
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Saturday, November 7
Sessions (alphabetical by room)
Starting at 11:15

SAT., NOV. 7, 11:15 A.M., EVERGREEN

Paper - 45 minutes, TE/AR, EE, SE

Promoting ELL literacy in school and home

How can teachers promote literacy for English language learners (ELLs) both at school and home? The presenter will discuss research on the role of literacy for ELLs, provide strategies to help increase reading in school and at home, and discuss community outreach programs that support both students and families.

Katy Brammer University of Wyoming Lab School
kbrammer@acsd1.org

SAT., NOV. 7, 11:15 A.M., GOLDEN

Demonstration - 45 minutes, AE, TE/AR, IEP/IE

Teaching summary writing strategies in IEP settings

This presentation will demonstrate the importance of teaching summary writing skills for reading comprehension and fluency development. The presenters will provide examples of teaching

techniques for bridging reading and writing that can be used to help learners gain the knowledge and skills for coping with future texts.

Shannon Zeller INTO CSU shannon.zeller@colostate.edu
Angela Sharpe INTO CSU absharpe@colostate.edu

SAT., NOV. 7, 11:15 A.M., JEFFERSON

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

Beneficial ESL student and teacher trainee collaborations

ESL students want opportunities to interact with native speakers. Teachers in training need opportunities to work with actual learners. Yet often the two groups don't meet. Examples of activities that connect ESL students and teacher trainees in meaningful communication and tips for structuring successful interactions benefiting both groups are provided.

Charl Norloff CU Boulder norloff@colorado.edu
Michelle Raese International English Center, CU Boulder
raese@colorado.edu

Liz Hoelzle International English Center, CU Boulder
lizhoelzle@gmail.com

Kimberly McMillen International English Center, CU Boulder
kimberly.mcmillen@colorado.edu

SAT., NOV. 7, 11:15 A.M., MT. EVANS

Paper - 45 minutes, EE, PA, SE

Multi-district collaboration in the pikes peak region

In this session, presenters share the history of the Pikes Peak ESL Directors' Forum and the steps taken that have resulted in successful collaboration among large districts, small districts and institutes of higher education. In addition to describing our context, presenters share a framework that will enable a similar group to be established in another context. Practical considerations as well as suggestions for digital sharing will be described.

Leslie Grant lgrant@uccs.edu

Kristyl Boies Pueblo City School

Jennifer Duarte Academy School District 20
jennifer.duarte@asd20.org

Martina Meadows Falcon District 49 School
mmeadows@d49.org

SAT., NOV. 7, 11:15 A.M., PARKER

Demonstration - 45 minutes, AE, HE, IEP/HE

Writing prompts to ignite students

This session will present writing prompts that can be used at almost any level to stimulate creative ideas, structure, word choice and supportive details. This will be a fast paced interactive presentation in which teachers will walk away with both new tools and writings of their own to develop.

Amanda McCracken International English Center, CU Boulder
amanda.mccracken@colorado.edu

SAT., NOV. 7, 11:15 A.M., PIKES PEAK B

Demonstration - 45 minutes, EE

English learners can be scientists and mathematicians!

English learners in elementary schools can engage in mathematical and scientific practices recommended by the CCSS and NGSS. A second grade and a fifth grade teacher will model classroom strategies and school-wide projects that teach academic language to ELs at the word, sentence and discourse levels in math and science.

Dr. Elizabeth Franklin University of Northern Colorado
elizabeth.franklin@unco.edu

Kirsten Keenan Centennial Elementary School, Greeley-Evans District 6
kkeenana@greeleyschools.org

Carrie Campbell Centennial Elementary School, Greeley-Evans District 6
ccampbell2@greeleyschools.org

SAT., NOV. 7, 11:15 A.M., SPRUCE

Workshop - 45 minutes, AE, GA

The art of assessment

Everyone knows that "assessment drives education", but how can it be used as a tool to foster learning along with measuring growth?

Brenda Fox Community College of Aurora *starrbees@gmail.com*

SAT., NOV. 7, 11:15 A.M., SUMMIT A

Publisher Session

Cultivating proficient academic writers

University of Washington and Cambridge University Press

Academic writing ranks among the most challenging of courses in the ESL curriculum for both teachers and students. This session will give writing teachers fresh ideas for designing writing curricula that prepares students for success in mainstream college and university classes.

Wendy Asplin *aacosta@cambridge.org*

SAT., NOV. 7, 11:15 A.M., SUMMIT B

Publisher Presentation

Empowering international students through service projects

Two unique projects at the University of Wyoming are described. The non-credit world language project involves international students in volunteer teaching their native languages, contributing to multicultural understanding. With Biojewelry for Breast Cancer, students create jewelry with a purpose. Volunteers work with authentic materials, enrich their language and cultural knowledge.

Dorly Piske Biojewelry for Breast Cancer *piskedp@uwyo.edu*

SAT., NOV. 7, 11:15 A.M., SUMMIT C

Demonstration - 45 minutes, Tech, SE, IEP/HE

10 interactive technologies to engage millennial learners

Rather than resisting new methods of media consumption in the classroom, this interactive session provides practical ways to engage millennial students through technology. This session guides participants in using 10 useful technologies and provides

an overview resource guide of 50 popular apps and websites for English language learning.

Devon Jancin INTO Colorado State University
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Tara Brandenburg INTO Colorado State University
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Saturday, November 7
Sessions (alphabetical by room)
Starting at 1:30

SAT., NOV. 7, 1:30 P.M., BOULDER

Workshop - 105 minutes, TE/AR, EE, SE

Distinguishing between language acquisition challenges and learning disabilities

Teachers of English learners are challenged to determine whether struggling students face language acquisition challenges or learning disabilities. In this hands-on workshop, attendees examine, select, and plan the implementation of practices that inform this determination and best support their students.

Dr. Juli Sarris *juli.sarris@colorado.edu*

SAT., NOV. 7, 1:30 P.M., CLUB ROOM

Workshop - 105 minutes, SE

Diverse school cultures and ELD students

Participants will have an opportunity to consider the impact of school culture in creating a safe and inclusive learning environment for all students, but especially for students from different countries who speak different languages. Collaborative conversations will help examine the specific components of school cultures that support non-English speaking students.

David Schmid Basalt High School *dschmid75@gmail.com*

Leticia Guzman Ingram Basalt High School
tingram@rfschools.com

SAT., NOV. 7, 1:30 P.M., CONIFER

Demonstration - 45 minutes, AE, GA, IEP/HE

Five quick and adaptable grammar activities

Are you looking to liven up your grammar lessons? This presentation will demonstrate five low-prep activities designed to add variety and excitement to your grammar teaching. Be ready for some hands-on practice as well as discussion of other relevant techniques.

Michael Vallee International English Center, CU Boulder
michael.vallee@colorado.edu

SAT., NOV. 7, 1:30 P.M., EVERGREEN

Workshop - 45 minutes, CA, GA, IEP/HE

Reading changing trends: Better teaching, better reading

The expectations of ELL students have been changing with different trends and populations. Has the way to change Reading

skills changed as well? As fewer and fewer students read in their own language, how are we teaching skills students need to succeed as readers?

Chad Bramble University of Utah English Language Institute
chad.bramble@utah.edu

Amber Christensen University of Utah
amber.b.christensen@utah.edu

SAT., NOV. 7, 1:30 P.M., GOLDEN

Demonstration - 45 minutes, CA, IEP/HE

Identification of target vocabulary in ESL courses

The purpose of this session is to introduce two free corpus-based programs that can be used to identify relevant discipline-specific vocabulary. The presenters will discuss the principles guiding the vocabulary selection and demonstrate how the corpus programs can be used to identify relevant vocabulary based on these principles.

Tatiana Nekrasova-Beker Colorado State University, Department of English
t.nekrasova_beker@colostate.edu

Anthony Becker Colorado State University, Department of English
tony.becker@colostate.edu

Angela Sharpe Colorado State University, INTO CSU
abclark21@hotmail.com

SAT., NOV. 7, 1:30 P.M., JEFFERSON

Panel - 105 minutes, GA

Immigrant issues for educators

Immigrant students and families face volatile political and social landscapes. Develop a stronger understanding of current U.S. and Colorado laws and policies and how they impact you, your work, your students and their families. The session includes handouts, resources, video and interactive discussion.

Kathy Bougher University of Colorado Denver; Coloradans for Immigrant Rights
kathybougher@hotmail.com

LeeAnn Gott Rights for All People
lagott88@gmail.com

SAT., NOV. 7, 1:30 P.M., MT. EVANS

Demonstration - 45 minutes, GA, IEP/HE

Student success: Expectations and motivators

How can teachers encourage students to achieve success? This session describes how teachers used strategies to address some problems of student motivation and achievement. The presenters highlight what they did, what they discovered, their reflections, and their suggestions for future application regarding this vital topic.

Connie Davis International English Center, CU Boulder
constance.davis@colorado.edu

Holly Woodsome Sroymalai International English Center, CU Boulder
howo4573@colorado.edu

SAT., NOV. 7, 1:30 P.M., PARKER

Discussion - 45 minutes, SE, IEP/HE

Rethinking the research paper class

This discussion will evaluate the Research Paper Class for students in Intensive English Programs. How can the class be a valuable

experience that is relevant and beneficial to students' future academic goals? What are the challenges that students and instructors face?

Karyl Chalfin Spring International Language Center
karyl@spring.edu

Susan Feringer-Coury Spring International Language Center
susan.fc@spring.edu

SAT., NOV. 7, 1:30 P.M., PIKES PEAK A

Demonstration - 45 minutes, AE, TE/AR, BE, CA

U.S. Citizenship: The interview and test

Prepare students to succeed and pass their U.S. Citizenship test and interview. Learn the basic skills and content required for this interview. This demonstration will include a mock interview and role play. Classroom activities, like dictation, pair and group exercises, will be explored.

Irene C O'Brien Community College of Aurora
irene.obrien@ccaaurora.edu

SAT., NOV. 7, 1:30 P.M., PIKES PEAK B

Workshop - 45 minutes, AE, IEP/HE, SE, GA

Enhancing language learning through creative arts

This session discusses the incorporation of creative arts into the L2 classroom. It gives an overview of possible art forms that can be used and it also provides concrete, simple activities that L2 instructors can immediately apply so that they can further diversify their teaching and enhance student learning.

Paula Adamo University of Denver, Department of Languages & Literatures, Spanish
paula.adamo@du.edu

Kara Traikoff University of Denver, Dept of Languages & Literatures, Spanish
Kara.Traikoff@du.edu

SAT., NOV. 7, 1:30 P.M., SPRUCE

Demonstration - 45 minutes, TE/AR, BE, EE

Leveling the playing field with oral language!

Using oral language strategies, instructors can level the playing field of the three cueing-systems for decoding English (semantics, syntax, and graphophonology) while simultaneously bolstering the vocabulary and correct English syntax for emergent English speakers.

Lisa Antweiler Jefferson County Public Schools, Thomson Elementary
lantweil@jeffco.k12.co.us

SAT., NOV. 7, 1:30 P.M., SUMMIT A

Workshop - 45 minutes, TE/AR, Tech, GA

Applications of corpora in the language classroom

Corpora are increasingly useful to incorporate real-world language in instruction, but the use of corpora is not always intuitive. In this workshop, we aim to demystify corpora, making them more accessible for teachers who want to create activities based on authentic language. Participants are encouraged to bring their computers.

Leslie Davis INTO CSU
lesdavis20@gmail.com

Wendy-Anne Hamrick INTO CSU
whamrick@gmail.com

SAT., NOV. 7, 1:30 P.M., SUMMIT B

Demonstration - 45 minutes, AE, IEP/HE, GA

Mindfulness training for well-being and success

How can we help our ESL students cope with the stress of college life and improve their class performance? Practice of mindfulness has the power to both relieve stress and boost learning. The presenter will demonstrate various methods of mindfulness training and share her students' experience using these methods.

Lena Karabushin Community College of Aurora
yelena.karabushin@ccaaurora.edu

SAT., NOV. 7, 1:30 P.M., SUMMIT C

Demonstration - 45 minutes, AE, GA, IEP/HE

Utilizing selfies to promote language learning

Can our devices be tools to engage students and promote learning? Learn how to use selfie videos to practice all language skills, promote self-noticing, and provide individualized feedback. Presenters explain the rationale behind the use of selfies, and provide classroom uses, examples, and students' reactions to learning with selfies.

Kyla Masciarelli INTO Colorado State University
kyla.masciarelli@colostate.edu

Loni Thorson INTO Colorado State University
kyla.masciarelli@colostate.edu

Christine Discoe INTO Colorado State University
Christine.Discoe@colostate.edu

Saturday, November 7
Sessions (alphabetical by room)
Starting at 2:30

SAT., NOV. 7, 2:30 P.M., CONIFER

Publisher Presentation

A sustainable ESL model for everyone

This interactive workshop will highlight successful Adult ESL programs around the country – from school districts, to literacy coalitions, to churches. We will identify key success factors when working with non-English speaking adults and how this may impact the sustainability of your program. For example, many immigrants cannot commit to year-long programs – their home or work may not accommodate it. Did you know that in many cultures, books are cherished? Their ESL book may very well be their first book. Are you connecting with your community because word of mouth may be your biggest recruitment vehicle? How will you evaluate curriculum and will every adult ESL curriculum accomplish the same goals? What about very beginner English - are you set up to help students succeed? Workshop participants will receive materials they can use immediately to help them start, expand, or improve upon their current program. This highly interactive workshop will also provide applicable, easy-to-implement tips, and strategies going forward.

Marci Smith Intercambio Uniting Communities
marcie@intercambioweb.org

SAT., NOV. 7, 2:30 P.M., EVERGREEN

Workshop - 45 minutes, AE, SE, IEP/HE

Class debates for ESL: Techniques and materials

Debate is a great way to introduce language for opinions, paraphrasing as well as the structure of argument. This workshop will provide materials and techniques to scaffold a full class debate. It will also provide a tried and true secret weapon not found in any textbook.

Grace C. Spivak grace.spivak@spring.edu

SAT., NOV. 7, 2:30 P.M., GOLDEN

Demonstration - 45 minutes, SE, IEP/HE

Framing a bright future in writing

Do writing frames restrict creativity and hinder student autonomy? Or, can these tools actually create windows of opportunity for students to explore their creativity and develop autonomy while expanding vocabulary and practicing grammatical patterns? Presenters provide sample frames and student work showing "the sky's the limit" when using writing frames.

Laurel Bond INTO CSU laurel.bond@colostate.edu

Kyla Masciarelli INTO CSU kyla.masciarelli@colostate.edu

SAT., NOV. 7, 2:30 P.M., MT. EVANS

Discussion - 45 minutes, CA, IEP/HE

Blue skies, no burn-out

Instructors and students alike face burn-out in IEPs. What can programs do to support both groups? Our discussion will cover best practices and innovative solutions to re-energize struggling educators and learners.

Rachel Donelson rachel.donelson@ucdenver.edu

SAT., NOV. 7, 2:30 P.M., PARKER

Workshop - 45 minutes, EE

Cultures in the classroom

Initial home culture experiences influence the way we communicate, learn, and respond. Culture becomes our way of being, knowing, and doing. This interactive workshop will examine cultural vignettes to address many key cultural areas. Participants will reflect and plan to move forward with dynamic culturally sensitive instruction.

Lisa R Wolf lisa.wolf@d11.org

SAT., NOV. 7, 2:30 P.M., PIKES PEAK A

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

The multilingual, multileveled power of storytelling

The 'natural approach' to language acquisition both in our native tongues and second languages has vastly forgotten the power which lies in the narrative of Oral Story. Around the fire, where stories are still dared to be uttered, is where multi-dimensional learning for all ages continues to be maximized.

Carl Emmons Originateve carlemmons@originateve.org

Ronald Green Originateve ronaldoverde@originateve.org

Sabrina Li Originateve, Spotlight International Home
sabrinasd@126.com

SAT., NOV. 7, 2:30 P.M., PIKES PEAK B

Paper - 45 minutes, IEP/HE

Pedagogical approaches for cultural mixity

This session will discuss relationships with professors and peers, classroom participation, group work, and academic integrity. Specifically, we'll discuss cultural issues related to asking questions, visiting office hours, and levels of formality. Techniques for helping students learn these skills including academic conventions and exercises will be demonstrated and discussed.

Andrea Feldman CU Boulder andrea.feldman@colorado.edu

SAT., NOV. 7, 2:30 P.M., SPRUCE

Discussion - 45 minutes, TE/AR, EE, SE, GA

International adoption: Cultural and linguistic implications

Children born into one culture and adopted into another undergo a unique language learning process different from any other. Join us to explore and discuss academic implications of international adopted students including our own experiences and successes with various families.

Danielle Askinazy Bergen Meadow Elem., Jefferson County Public Schools daskinaz@jeffco.k12.co.us

Kristen McMichael KGURIAN@jeffco.k12.co.us Arvada West Sr.

Jane Hampleman Jefferson County Public Schools, Mitchell Elementary jhamplem@jeffco.k12.co.us

SAT., NOV. 7, 2:30 P.M., SUMMIT A

Paper - 45 minutes, IEP/HE

Facilitating practical in-service professional development

The purpose of this session is to provide attendees with the skills needed to successfully facilitate engaging practical in-service professional development. Presenters will review an IEP program, describe a needs analysis, and give attendees strategies for accreditation compliance. Participants will leave with practical ideas for implementing in-service professional development.

Samantha Radovich Language Consultants International sradovich@englishlci.edu

Tiffany Pippin Contra Costa College tiffanypippin

SAT., NOV. 7, 2:30 P.M., SUMMIT B

Demonstration - 45 minutes, IEP/HE

Writing with an accent

In this interactive session, two English professors from the U.S. Air Force Academy will explore strategies and best practices to enhance writing skills for Generation 1.5 cadets enrolled in a required Introductory Composition and Research as well as international cadets enrolled in an English for Academic Purposes course. We argue that by adopting a culturally responsive approach in the classroom, we can help students take advantage of the unique cultural strengths they bring to their writing. Using examples of Generation 1.5 students' writing, we will consider some of the most pressing questions faced by instructors, including: How do I identify Generation 1.5 writers? How do I grade their writing? What kind of development can I expect? Together, we will identify best practices for fostering effective literacy learning among generation 1.5 students.

Melody Pugh USAF Academy

Melody.Pugh@usafa.edu

Constance Leonard USAF Academy

constance.leonard@usafa.edu

SAT., NOV. 7, 2:30 P.M., SUMMIT C

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

Lighten your workload with digital tools

Integrating digital tools in your classroom can be intimidating. This demonstration will offer a carefully curated selection of web apps, which can help keep your materials, assignments, and administrative work organized so you can be a more efficient teacher. Strategic use of these tools can simplify your workload!

Ryan Yates Emily Griffith Technical College

ryan.yates@emilygriffith.edu



How was the convention?

Please take some time to evaluate your experience at the CoTESOL Annual Fall Convention on the CoTESOL website www.cotesol.org. The survey should take no longer than 2-3 minutes to complete. Your feedback will 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, 2015. Responders may enter a raffle for 1 free Radisson hotel stay (1 night) at CoTESOL 2016.

List of Presenters

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

MSU – Metropolitan State University

NAS – New America School

SILC – Spring International Language Center

UCB – University of Colorado Boulder

UCCS – University Colorado Colorado Spring

UCD – University of Colorado Denver

UNC – University of Northern Colorado

LAST NAME	FIRST NAME	INSTITUTION	DAY	TIME
Abduallah	Majed	University of New Mexico	SAT., NOV. 7	9:15 A.M.
Adamo	Paula	DU, Department of Languages & Literatures, Spanish	SAT., NOV. 7	1:30 P.M.
Adams	Vincent	NAS	FRI., NOV. 6	10:15 A.M.
Adams	Vincent	NAS	FRI., NOV. 6	3:30 P.M.
Alharthi	Saleh M		FRI., NOV. 6	2:30 P.M.
Anderson	Marti		FRI., NOV. 6	10:15 A.M.
Anderson	Marti	SIT	FRI., NOV. 6	2:30 P.M.
Antweiler	Lisa	Jeffco, Thomson Elementary	SAT., NOV. 7	1:30 P.M.
Armstrong	Lindsay	DPS	SAT., NOV. 7	10:15 A.M.
Askinazy	Danielle	Bergen Meadow Elem., Jeffco	SAT., NOV. 7	2:30 P.M.
Asplin	Wendy		SAT., NOV. 7	11:15 A.M.
Beck	Katherine E.	DPS	FRI., NOV. 6	10:15 A.M.
Beck	Katherine E.	DPS	SAT., NOV. 7	10:15 A.M.
Benzon	Hilario	Student Engagement Office, Diversity and Inclusion, Jeffco R-1	FRI., NOV. 6	9:15 A.M.
Berman	Michael		FRI., NOV. 6	9:15 A.M.
Blahut	Susan	SILC	FRI., NOV. 6	11:15 A.M.
Bond	Laurel	INTO CSU	SAT., NOV. 7	2:30 P.M.
Bougher	Kathy	UCD; Coloradans for Immigrant Rights	SAT., NOV. 7	1:30 P.M.
Bradley-Bennett	Kat		FRI., NOV. 6	1:30 P.M.
Bramble	Chad	University of Utah ELI	FRI., NOV. 6	9:15 A.M.
Bramble	Chad	University of Utah ELI	SAT., NOV. 7	1:30 P.M.

LAST NAME	FIRST NAME	INSTITUTION	DAY	TIME
Brammer	Katy	University of Wyoming Lab School	SAT., NOV. 7	11:15 A.M.
Bruhn	Dieter		FRI., NOV. 6	9:15 A.M.
Bui	Kim-Lan T.	DU ELC	FRI., NOV. 6	3:30 P.M.
Caddoo	Karen	Adams 12 Five Star Schools	FRI., NOV. 6	3:30 P.M.
Canges	Rebecca	MSU	FRI., NOV. 6	1:30 P.M.
Carey	Julie	Write Our World	FRI., NOV. 6	1:30 P.M.
Carson	Chris	UCD	FRI., NOV. 6	1:30 P.M.
Chalfin	Karyl	SILC	SAT., NOV. 7	1:30 P.M.
Christians	JoEllen		FRI., NOV. 6	9:15 A.M.
Clarke	Mark A.		FRI., NOV. 6	2:30 P.M.
Collier	Lizabeth C.	DU ELC	SAT., NOV. 7	9:15 A.M.
Conner	Olivia		SAT., NOV. 7	10:15 A.M.
Conner	Olivia	IEC, UCB	FRI., NOV. 6	11:15 A.M.
Davis	Connie	IEC, UCB	SAT., NOV. 7	1:30 P.M.
Davis	Leslie	INTO CSU	SAT., NOV. 7	1:30 P.M.
Deutser	Joel		FRI., NOV. 6	10:15 A.M.
Dewing	Stephanie	Summit High School, Summit School District	FRI., NOV. 6	11:15 A.M.
Doebbeling	Brian	INTO CSU	SAT., NOV. 7	10:15 A.M.
Donelson	Rachel		SAT., NOV. 7	2:30 P.M.
Dorman	Alisa	CDE	SAT., NOV. 7	9:15 A.M.
Eichhorn	Karen	UCB, IEC	FRI., NOV. 6	3:30 P.M.
Einterz	Nick	IEC - UCB	FRI., NOV. 6	2:30 P.M.
Einterz	Nick	IEC, UCB	FRI., NOV. 6	9:15 A.M.

LAST NAME	FIRST NAME	INSTITUTION	DAY	TIME
Emmons	Carl	Originateve	SAT., NOV. 7	2:30 P.M.
Feather	Renee	Educational Consulting Services, LLC	SAT., NOV. 7	10:15 A.M.
Feldman	Andrea	UCB	SAT., NOV. 7	2:30 P.M.
Flocke	Barbara	IEC, UCB	FRI., NOV. 6	9:15 A.M.
Fox	Brenda	CCA	FRI., NOV. 6	1:30 P.M.
Fox	Brenda	CCA	SAT., NOV. 7	11:15 A.M.
Franklin	Dr. Elizabeth	UNC	SAT., NOV. 7	11:15 A.M.
Frydland	Nan	Neighbors Link	FRI., NOV. 6	2:30 P.M.
Germain	Thomas	SILC	SAT., NOV. 7	9:15 A.M.
Goldman	Debbie		FRI., NOV. 6	3:30 P.M.
Grant	Leslie		SAT., NOV. 7	11:15 A.M.
Greaves-Smith	Jesse	CAP	FRI., NOV. 6	10:15 A.M.
Hamel	Kathleen	CSU	FRI., NOV. 6	1:30 P.M.
Hammond	Mike	IEC, UCB	FRI., NOV. 6	9:15 A.M.
Hammond	Mike	IEC, UCB	FRI., NOV. 6	11:15 A.M.
Hanson	Mary	UCCS	SAT., NOV. 7	9:15 A.M.
Harvey	Jeanine	DPS	FRI., NOV. 6	1:30 P.M.
Healey	Deborah		FRI., NOV. 6	10:15 A.M.
Healey	Deborah		FRI., NOV. 6	2:30 P.M.
Healy	Thomas		SAT., NOV. 7	8:45 A.M.
Hilken	Mary Corena	CCA	FRI., NOV. 6	10:15 A.M.
Hill	Rocky	BUENO Center/Univeristy of Colorado	FRI., NOV. 6	1:30 P.M.
Holloway	Susan	NAS	FRI., NOV. 6	2:30 P.M.
Holzberlein	Sara K.	EGTC	FRI., NOV. 6	2:30 P.M.
Holzberlein	Sara K.	EGTC	SAT., NOV. 7	9:15 A.M.
Hooper	Ian Christopher	Dept. of ESL/Dual Language, Jeffco	FRI., NOV. 6	3:30 P.M.
Ingram	Leticia Guzman	Basalt High School; Roaring Fork School District	FRI., NOV. 6	2:30 P.M.
Jancin	Devon	INTO CSU	SAT., NOV. 7	11:15 A.M.
Jenkins	Rob		FRI., NOV. 6	2:30 P.M.
Jenkins	Rob		SAT., NOV. 7	10:15 A.M.
Johnson	Dennis		SAT., NOV. 7	9:15 A.M.
Johnson	Gunilla	ESL Academy, UCD	FRI., NOV. 6	11:15 A.M.

LAST NAME	FIRST NAME	INSTITUTION	DAY	TIME
Johnson	Stephanie	Lewis Palmer School District	SAT., NOV. 7	9:15 A.M.
Johnson, Ph.D.	Carol M.		FRI., NOV. 6	11:15 A.M.
Juza	Patricia	UCB	SAT., NOV. 7	9:15 A.M.
Juza	Patricia	UCB	SAT., NOV. 7	10:15 A.M.
Karabushin	Lena	CCA	SAT., NOV. 7	1:30 P.M.
Kirby	J. Niko	ELC, DU	SAT., NOV. 7	9:15 A.M.
Klieforth	Sarah E.		FRI., NOV. 6	9:15 A.M.
Landers	Stuart	CSU	SAT., NOV. 7	9:15 A.M.
Lee	Erika	Aurora Public Schools	FRI., NOV. 6	10:15 A.M.
Leonard	Constance	United States Air Force Academy	FRI., NOV. 6	1:30 P.M.
Loyola	Hugo		FRI., NOV. 6	1:30 P.M.
Maher	Candace	DU	FRI., NOV. 6	3:30 P.M.
Malander	Layla		SAT., NOV. 7	10:15 A.M.
Marcus	Sybil		FRI., NOV. 6	10:15 A.M.
Masciarelli	Kyla	INTO CSU	SAT., NOV. 7	1:30 P.M.
McCracken	Amanda	IEC - UCB	SAT., NOV. 7	11:15 A.M.
McVeigh	Joe		FRI., NOV. 6	8:45 A.M.
Milbourn	Tamara	UCB	SAT., NOV. 7	9:15 A.M.
Milbourn	Tamara	UCB	FRI., NOV. 6	10:15 A.M.
Nam	Jihyun		FRI., NOV. 6	1:30 P.M.
Nekrasova-Beker	Tatiana	CSU, Department of English	SAT., NOV. 7	1:30 P.M.
Noon-Ulvila	Kate	CCA	FRI., NOV. 6	1:30 P.M.
Norloff	Charl	UCB	SAT., NOV. 7	11:15 A.M.
O'Dowd	Elizabeth		FRI., NOV. 6	2:30 P.M.
O'Brien	Irene C	CCA	SAT., NOV. 7	1:30 P.M.
O'Shea	Andrew		SAT., NOV. 7	10:15 A.M.
Piske	Dorly		SAT., NOV. 7	11:15 A.M.
Pollard	Laurel	Educational Consultant	SAT., NOV. 7	10:15 A.M.
Pollard	Laurel	Educational Consultant	FRI., NOV. 6	2:30 P.M.
Porter	Holly	Cherry Creek School District	FRI., NOV. 6	1:30 P.M.
Poza	Luis	UCD School of Education and Human Development	FRI., NOV. 6	3:30 P.M.
Pugh	Melody	USAF Academy	SAT., NOV. 7	2:30 P.M.
Pulford	Andy	SILC	FRI., NOV. 6	2:30 P.M.

LAST NAME	FIRST NAME	INSTITUTION	DAY	TIME
Purcell	Carrie		FRI., NOV. 6	11:15 A.M.
Radovich	Samantha	Language Consultants International	SAT., NOV. 7	2:30 P.M.
Ramirez, MA	Michael	CDE	SAT., NOV. 7	9:15 A.M.
Reed	Andrew	Niwot High School, St. Vrain Valley School District	FRI., NOV. 6	1:30 P.M.
Regan	Zuzana	IEC, UCB	SAT., NOV. 7	10:15 A.M.
Rummel	Remy	DCSD	FRI., NOV. 6	9:15 A.M.
Russell	Brad	Mapleton Public Schools	FRI., NOV. 6	3:30 P.M.
Sarris	Dr. Juli		FRI., NOV. 6	3:30 P.M.
Sarris	Dr. Juli		SAT., NOV. 7	1:30 P.M.
Schmid	David	Basalt High School	SAT., NOV. 7	1:30 P.M.
Schroeder	Cara	CCA	FRI., NOV. 6	9:15 A.M.
Schweissing	Daniel M.	CCA	SAT., NOV. 7	10:15 A.M.
Skelton	Beth		FRI., NOV. 6	10:15 A.M.

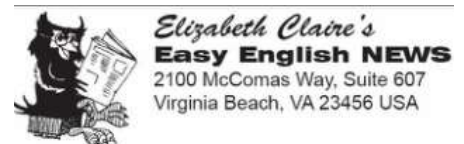
LAST NAME	FIRST NAME	INSTITUTION	DAY	TIME
Smith	Marcie		SAT., NOV. 7	2:30 P.M.
Spivak	Grace C.		SAT., NOV. 7	2:30 P.M.
Swain	Lauren	Mind's Eye Productions	SAT., NOV. 7	10:15 A.M.
Swartley	Ethel C.	DU	FRI., NOV. 6	3:30 P.M.
Taylor de Caballero	Karen		FRI., NOV. 6	10:15 A.M.
Thomas-Ruzic	Maria L	Department of Linguistics/UCD	FRI., NOV. 6	11:15 A.M.
Vallee	Michael	UCB, IEC	SAT., NOV. 7	1:30 P.M.
Villalobos Pavia	Heather		FRI., NOV. 6	1:30 P.M.
Welsh	Parmelee	SILC	FRI., NOV. 6	1:30 P.M.
Whalen	John	CSU	FRI., NOV. 6	1:30 P.M.
White	Sally	INTO CSU	FRI., NOV. 6	3:30 P.M.
Will	Nate	CSU	SAT., NOV. 7	10:15 A.M.
Wolf	Lisa R		SAT., NOV. 7	2:30 P.M.
Yates	Danielle		FRI., NOV. 6	9:15 A.M.
Yates	Ryan	EGTC	SAT., NOV. 7	2:30 P.M.

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 2016 in Baltimore.**

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We would like to extend our sincere thanks to the many organizations and individuals who sponsored and/or contributed to convention functions and activities.

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Rich Wolf Digital Photography (infoscapes.com) for the use of his photo, "Summer Flatirons 2"

And to all the unsung heroes whose contribution both large and small made this convention possible, CoTESOL cannot thank you enough for making this another successful convention in the 39-year history of our organization.

~NOTES~



CERTIFICATE OF ATTENDANCE

attended

*CoTESOL 39th Annual Fall Convention
"Blue Skies, Bright Future"
November 6 - 7, 2015 - Denver, CO*

One-day attendance: 8 Professional Development Hours
Two-day attendance: 16 Professional Development Hours
Each presentation: 10 Professional Development Hours

PRESENTED BY:

Colorado Teachers of English to Speakers of Other Languages



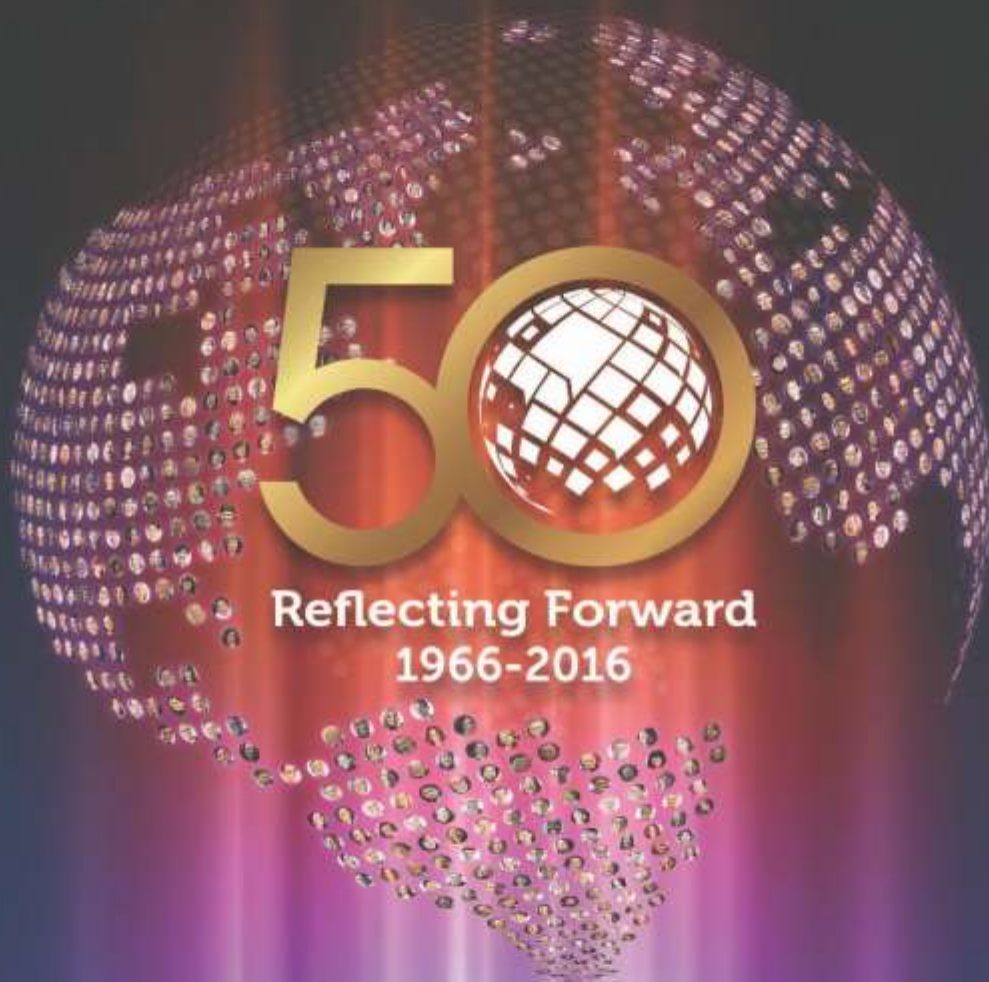
Record conference attendance below by entering the titles of each session attended.

Fri. Featured Presentation:	
Fri. Breakout Session 1:	
Fri. Breakout Session 2:	
Fri. Breakout Session 3:	
Fri. Breakout Session 4:	
Fri. Breakout Session 5:	
Fri. Breakout Session 6:	
Fri. Presentation of Attendee:	
Sat. Featured Presentation:	
Sat. Breakout Session 1:	
Sat. Breakout Session 2:	
Sat. Breakout Session 3:	
Sat. Breakout Session 4:	
Sat. Breakout Session 5:	
Sat. Presentation of Attendee:	

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— Melinda Sherman, ESL teacher, Smithtown Central CS ABE/ESL, Smithtown, NY

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Elizabeth Claire's

Easy English NEWS

September 2014

Volume XX Number 1

Children at the border*

In the past nine months, more than sixty thousand children have crossed the border between Mexico and the United States. More children will be coming soon.

Most of these children are from Honduras, Guatemala, and El Salvador. Many of these young people traveled 2,000 miles hanging onto trains for 15 days. It was a very dangerous trip. Some children fall off the train. Some died on the way.

Some mothers came with their young children. Criminals* robbed, hurt, and abused* many of the children on the way. Some parents paid thousands of dollars to "coyotes"* (key OH soot) to bring their children across the border.

The children and mothers entered the United States illegally*. Most arrived in Texas. They went to the Border Patrol*. They asked for asylum* in the United States.

A humanitarian* crisis*

The U.S. government was not prepared for this sudden rush of

illegal immigrants. It became a humanitarian crisis. The U.S. Department of Health and Human Services set up special areas to hold the large numbers of immigrants. The Federal Emergency Management Agency* (FEMA) has supplied food, coats*, bathtubs and showers. Hundreds of women and children slept on cots in military bases*.

(continued on page 10)



Young boys sleep on a U.S. Customs and Border Protection facility* in Brownsville, Texas, June 15, 2014. AP Photo-Pablo Lopez

Words in black print with a star (*) are in WORD HELP on page 12.

Life in the U.S.A. What comes after high school?

The last year of high school is a busy time for students. They have decisions to make. Should they get a job? Should they continue their education after they graduate high school?

A high-school diploma* is important. Colleges, the military*, and many training programs require* a high school diploma.

Some students drop out* of high school. However, there is another way to get a high school diploma. Students can take a General Education Development (GED) test. Many colleges



Students use the Internet to research the differences between various public colleges and technical schools. (Copyright 2014)

accept* the GED as equal to a high school diploma.

Career* Day

On career day, people in different occupations* come to school to talk about their jobs. This helps students make choices about their own careers in the future.

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