CoTESOL 39th Annual Fall Convention
November 6 – 7, 2015
Radisson Hotel Denver Southeast
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10% Tuition Discount Available for Licensed Teachers
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

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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]

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Concurrent Sessions

**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

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

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<tr>
<th>Room</th>
<th>1:30-2:15</th>
<th>2:30-3:15</th>
<th>3:30-4:15</th>
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<tbody>
<tr>
<td>Arapahoe / Douglas</td>
<td>Publishers’ Exhibits</td>
<td>Poster Session: Achievement Award</td>
<td>Poster Session: Survival! An experiential learning environment for ELLs</td>
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<tr>
<td>Jefferson</td>
<td>SфSignature Presentation English Language Learners</td>
<td>SфSignature Presentation Getting to genre through grammar</td>
<td>John Whalen (IEP/HE, SE)</td>
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<tr>
<td>Lobby</td>
<td>Poster sessions are scheduled from 1:30-2:15</td>
<td>Poster Session: Survival! An experiential learning environment for ELLs</td>
<td>Poster Session: Which reporting verbs characterize successful academic writing?</td>
</tr>
<tr>
<td>Summit A</td>
<td>Overview of ACCESS for ELLs 2.0</td>
<td>Publisher Session: Out and about: Teacherless activities for beginners</td>
<td>John Whalen (IEP/HE, SE)</td>
</tr>
<tr>
<td>Summit B</td>
<td>Publisher Session: Grammar Explorer: Taking grammar to uncharted territory</td>
<td>Publisher Session: The SIT Graduate Institute experience</td>
<td>Yellowstone lesson using self testing and interleaving</td>
</tr>
<tr>
<td>Summit C</td>
<td>Quality academic discussions</td>
<td>Surviving innovation: Adjusting to mandates from above</td>
<td>Integrating smartphones into the 21st century classroom</td>
</tr>
<tr>
<td>Boulder / Parker</td>
<td>Writing that works</td>
<td>The journey: Engaging English language learners with Google Maps</td>
<td>Fortifying academic language skills</td>
</tr>
<tr>
<td>Club Room</td>
<td>Critical approach to the ESL reading classroom</td>
<td>Transform your classroom with scroll-based culturally responsive teaching</td>
<td>Classroom conversation for academic language development</td>
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<tr>
<td>Conifer</td>
<td>OPEN</td>
<td>Enhancing teaching and learning with the TESOL technology standards</td>
<td>Giving and getting feedback</td>
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<tr>
<td>Evergreen</td>
<td>Teaching without a net</td>
<td>Beyond faculty meetings: A model for classes</td>
<td>Reflective practice in professional teacher development</td>
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<td>Golden</td>
<td>LGBTQ+ safe zones trainings in ESL contexts</td>
<td>Habits for highly effective teens</td>
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<td>Mt. Evans</td>
<td>Opportunities and challenges for bilinguals in science</td>
<td>ESL student as ethnographer: Undergraduate students connect</td>
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<tr>
<td>Pikes Peak A</td>
<td>Students’ strategies for dealing with misunderstandings</td>
<td>Instructor or disciplinarian?</td>
<td>LINGUISTIC COMPLEXITY, WIDA, AND WRITERS’ WORKSHOP</td>
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<tr>
<td>Pikes Peak B</td>
<td>Helping teachers evaluate progress to English language acquisition using WIDA ACCESS for ELLs</td>
<td>Family language planning: Saudi sojourners in the US</td>
<td>Translanguaging and supporting academic language development</td>
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<td>Spruce</td>
<td>Co-teaching: Providing access, developing language, and building capacity</td>
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<td>WMDC 1</td>
<td>Bilingual e-book publishing for students</td>
<td>The controversial classroom: Promoting learning through argument</td>
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<tr>
<td>WMDC 2</td>
<td>Utilizing the SIOP model within an RTI framework</td>
<td>Supercharged vocabulary learning: Put the students in charge</td>
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<tr>
<td>WMDC 3</td>
<td>How to give a teacher accurate evaluations</td>
<td>OPEN</td>
<td>Publisher Session: Stand Out: Standards-Based English to achieve success in life, college and career Rob Jenkins (National Geographic/Cengage)</td>
</tr>
</tbody>
</table>

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### Saturday, November 7 – Morning Sessions at a Glance

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<th>Room</th>
<th>8:45 – 9:15</th>
<th>9:15-10:00</th>
<th>10:15-11:00</th>
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<td>Arapahoe / Douglas</td>
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<td><strong>Jefferson</strong></td>
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<tr>
<td><strong>Featured Presentation:</strong> Teaching in the 21st Century: How can the 20th Century teacher teach the 21st Century learner?**</td>
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<tr>
<td>Thomas Healy</td>
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<td><strong>Facilitating groups and building teams</strong></td>
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<tr>
<td>Renee Feather, Jena Mathews</td>
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<td>(IEP/HE, PA, GA)</td>
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<td><strong>Beneficial ESL student and teacher trainee collaborations</strong></td>
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<tr>
<td>Charl Norloff, Michelle Raese, Liz Hoelzle, Kimberly McMillen</td>
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<tr>
<td><strong>Summit A</strong></td>
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<td>Having the world in your classroom</td>
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<td>Majed Abdullaah</td>
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<td>(TE/AR, BE, GA, IEP/HE)</td>
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<tr>
<td><strong>Publisher Session:</strong> Cultivating proficient academic writers**</td>
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<tr>
<td>Wendy Aspin (University of Washington, Cambridge Univ. Press)</td>
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<td><strong>Summit B</strong></td>
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<td>Publisher Session: College and career readiness development from the beginning</td>
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<td>Dennis Johnson</td>
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<tr>
<td>(Cambridge University Press)</td>
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<td><strong>Publisher Session: Longman dictionaries: The perfect choice</strong></td>
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<td>Sarah Towler (Pearson ELT)</td>
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<td><strong>Publisher Session: Empowering international students through service projects</strong></td>
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<td>Dorly Piske</td>
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<td><strong>Summit C</strong></td>
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<td>Supporting English learners within a tiered framework</td>
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<td>Kim Watchorn, Rebekah Ottenbreit</td>
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<td>(EE, IEP/HE, GA)</td>
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<td><strong>10 interactive technologies to engage millennial learners</strong></td>
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<td>Devon Jancin, Tara Brandenburg</td>
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<td><strong>Boulder</strong></td>
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<td>Colorado READ Act: Year three implementation</td>
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<tr>
<td>Alisa Dorman (EE)</td>
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<tr>
<td><strong>Club Room</strong></td>
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<td>Climbing down the ladder of inference together</td>
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<td>Thomas Germain (AE, TE/AR, IEP/HE)</td>
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<td><strong>Conifer</strong></td>
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<td>Creating connections and language confidence through Facebook</td>
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<td>J. Niko Kirby, Ariana Van Beurden</td>
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<td><strong>Learning two languages through content to build biliteracy</strong></td>
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<td>Lindsay Armstrong, Anne Ginndolf, Bonnie Wong</td>
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<td><strong>Evergreen</strong></td>
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<td>Effective paraphrasing techniques for academic success</td>
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<td>Patricia Juza (TE/AR, IEP/HE)</td>
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<td><strong>Golden</strong></td>
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<td>Supporting students from diverse cultures</td>
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<td>Mary Hanson, Nuha Alaqueel, Raga Elmazaai (AE, EE, IEP/HE)</td>
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<td><strong>Mt. Evans</strong></td>
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<td>From the mouth of babes: What ELs want from their learning</td>
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<td>Stephanie Johnson, Leah Parker, Teresa Kulow (TE/AR, CA, EE, SE, GA)</td>
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<td><strong>Parker</strong></td>
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<td>Using vocabulary logs for improved vocabulary instruction</td>
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<td>Stuart Landers, Jessica Avery, Amber Patterson (SE, GA, IEP/HE)</td>
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<td><strong>Using corpora to teach grammatical patterns</strong></td>
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<td>Brian Doebbeling, Amber Patterson (Tech, IEP/HE)</td>
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<td><strong>Writing prompts to ignite students</strong></td>
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<td>Amanda McCracken (AE, IEP/HE)</td>
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<td><strong>Pikes Peak A</strong></td>
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<tr>
<td>University tutoring and support for international student success</td>
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<td>Lizabeth C. Collier, Adrienne Gonzales, Cheyene Kirkpatrick, Melanie Witt-Wilson (IEP/HE)</td>
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<td><strong>Pikes Peak B</strong></td>
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<td>Curricular exit assessments: Paving pathways for refugees</td>
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<td>Sara K. Holzerlein (AE, TE/AR, PA)</td>
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<td><strong>Video tools for refugee family engagement, school orientation, and professional development</strong></td>
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<td>Lauren Swain (PA, IEP/HE)</td>
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<td><strong>Spruce</strong></td>
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<td>Plagiarism: Is it really theft?</td>
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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)
### Sessions at a Glance

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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](http://www.cotesol2015.pbworks.com).
Featured Presentation
Looking in, looking out: Expanding our vision

Friday, November 6
8:45 to 10:00
Jefferson Room

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 regional TESOL accord
**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 |

**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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SIGnature Presentation
Making students’ thinking visible

Friday, November 6
10:15 to 12:00
Jefferson Room

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

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.

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

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:**

1. **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.

2. **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.

3. **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.

4. **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

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

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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

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.


CoTESOL Annual Fall Convention ~ pg. 18
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 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 8:15

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
vbaladin@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 McMullen  International English Center, CU Boulder
kimberly.mcmillen@colorado.edu
Michael strategies and resources for effective “guerrilla” pronunciation and an important need of our students. The presenter will discuss 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

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**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

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**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**  
mike.hammond@colorado.edu

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**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**  
caravango@gmail.com

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**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**  
milbourn@colorado.edu

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**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

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**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.

**JoEileen Christians**  
jchristians@getthiswrite.com

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**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

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**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

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**Publisher Session**

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

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

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**Publisher Session**

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

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**Publisher Session**

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

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**Publisher Session**

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

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**Demonstration - 45 minutes, BE, EE, SE**

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**Demonstration - 45 minutes, GA**

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

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**Demonstration - 45 minutes**

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**Demonstration - 105 minutes, CA, SE, GA**

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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/University of Colorado
Raymond.Hill@Colorado.EDU

~ S I G Nature 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, JEP/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@ccaurora.edu

~ S I G Nature 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  elbeth@bethskelton.com

FRI., NOV. 6, 10:15 A.M., MT. EVANS
Discussion - 45 minutes, HE, PA, JEP/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  jvenzara@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
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
Geriann Elliott  ESL Academy, University of Colorado Denver geriann.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
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

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  jinam@umail.iu.edu

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  KC  Boulder  Kara.viesca@ucdenver.edu
Mark Knowles  University of Colorado Denver  mark.knowles@Colorado.edu

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

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-Ulvia  Community College of Aurora  kate.noon-ulvia@ccaurora.edu

~ SIGnature Presentation ~

Sponsored by Socio-political Concerns Special Interest Group

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  katbpennett@gmail.com
Ian McKinley  El Comite de Longmont  amandobs@nationalskillscoalition.org
Amanda Bergson-Shilcock  National Skills Coalition  jonathan.singer@coloradoimmigrantcoalition.org
Bob Norris  Colorado Immigrant Rights Coalition

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

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
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@cherrycreekschools.org

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  Idietrich-sayler@cherrycreekschools.org
Meg Lucero  Cherry Creek School District  mlucero4@cherrycreekschools.org

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

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@dpdk12.org
Kayla Grayson  Denver Public Schools  kayla_grayson@dpdk12.org
Lyndsey Cotter  Denver Public Schools  lyndsey_cotter@dpdk12.org

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

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

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
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

~ SIG NATURE 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

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

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
**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  
smihrthi@memphis.edu

**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

**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

**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 the 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

**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

**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  russel@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@intercambia.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 Tietsort  International English Center, CU Boulder  Amelia.tietsort@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., Pike's 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., Pike's 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
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-tan.bui@du.edu

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

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**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

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**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

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**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

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**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  
vincenet.adams.esl@gmail.com

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**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

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**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
Building a strong classroom community is essential in supporting students from diverse cultures. 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 Alaqel
Raga Elmazaini

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

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

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.landers@colostate.edu
Jessica Avery  Colorado State University  faerydaisy@colostate.edu
Amber Patterson  Colorado State University  ampatter@Mail.Colostate.edu

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

Plagiarism: Is it really theft?

American academia often frames plagiarism as matter of ethics, using the analogy of 'theft'. However, unlike other academic...
integral 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 Abdulliah  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  drjohnson@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 Ramirez_m@cde.state.co.us**

**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, TE/AR, IEP/HE

**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**

**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 pedagogy 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
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
reneelongofeather@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@colorstate.edu
Amber Patterson INTO CSU amber.patterson@colorstate.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
olivia.conner@colorado.edu
Virginia Nicolai Colorado Mountain College
vnicolai@coloradomtn.edu
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 | Cognitive 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 engagement.

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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
natewill@rams.colostate.edu
Anabela Valerioti  Colorado State University
valerioti.anabela@gmail.com

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, EE, IEP/HE

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

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

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  acostoa@cambridge.org

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

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
devon.jancin@colostate.edu
Tara Brandenburg  INTO Colorado State University
tara.brandenburg@colostate.edu

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

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@rfsschools.com

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

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@ccaurora.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 CU  
lesdavis20@gmail.com

Wendy-Anne Hamrick  INTO CU  
whamrick@gmail.com
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’ experiences using these methods.

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

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
Lon Thorsen  INTO Colorado State University
kyla.masciarelli@colostate.edu
Christine Discoe  INTO Colorado State University
Christine.Discoe@colostate.edu

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

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 vignetes 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

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
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

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  
daskinazy@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

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@englishlcni.edu

Tiffany Pippin  
Contra Costa College  
tiffany_pippin@gmail.com

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  
USAFA Academy  
Melody.Pugh@usafa.edu

Constance Leonard  
USAFA Academy  
constance.leonard@usafa.edu

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
- **EI** - English Language Institute
- **ERCC** - Front Range Community College
- **IEC** - International English Center
- **Jeffco** - Jefferson County Public Schools
- **Jeffco, R** - Jeffco, Thomson R
- **MSU** - Metropolitan State University
- **NAS** - New America School
- **SILC** - Spring International Language Center
- **UCB** - University of Colorado Boulder
- **UCCS** - University of Colorado Colorado Springs
- **UCD** - University of Colorado Denver
- **UNC** - University of Northern Colorado

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## 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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<th>LAST NAME</th>
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CoTESOL 2015 Exhibitors

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(* indicates that this exhibitor will be offering one or more presentations)

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

CERTIFICATE OF ATTENDANCE

attended

Colorado Teachers of English to Speakers of Other Languages

PRESENTED BY:

TESOL 2015
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Record conference attendance below by entering the titles of each session attended.
Go with a Winner!
Winner of Mensa’s Intellectual Benefit to Society Award

Easy English NEWS is a useful tool in teaching complex concepts and ideas to English language learners. It doesn’t “talk down” to students and it covers topics that are vital to an educated citizenry.
— Melinda Sherman, ESL Teacher, Smithtown Central CS ABE/ESL, Smithtown, NY

Easy English NEWS is like my closest pal. I learn a lot by reading this amazing newspaper.
— Mara Lopez

Children at the border*

In the past six months, more than eight 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 7,000 miles hanging onto trains for 15 days. It was a very dangerous trip. Some children fell off the train; others died on the way.

Some mothers came with their young children. Crying, hungry, and alone, they wanted to bring their children across the border. The children and mothers crossed the United States illegally. Most arrived in Texas. They were in the Border Patrol. They asked for asylum in the United States.

A humanitarian crisis?

The U.S. government was not prepared for this sudden rash 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 children. The Federal Emergency Management Agency (FEMA) has supplied food, water, bathrooms, and showers. Hundreds of women and children slept on cars near military bases.

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. They should get a job, enroll in college, or make other plans. Many students do not have 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 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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