



# 2009 Adult ESL Institute

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**Tuesday, June 2 – Wednesday, June 3**

**Hamline University Conference Center  
(Law/Graduate Schools Building)  
1492 Hewitt Ave., St. Paul, MN 55104**


**Sponsored by:**

**atlas** ABE Teaching & Learning  
Advancement System

 **HAMLINE UNIVERSITY**



## Session Schedule, Descriptions & Locations


**NOTE:** Most sessions will take place in the Hamline Conference Center (Law/Graduate Schools building, or LGS). **The computer sessions and lunch will be held in other locations, as indicated below.**

TIME	SESSION	TUES. JUNE 2 – Morning	ROOM
<b>8:30-9:00</b>	<b>Registration &amp; Coffee</b>		LOBBY
<b>9:00-9:15</b>	<b>Welcome – <i>Kimberly Johnson, Hamline University-ATLAS Program; Astrid Liden, Minnesota Department of Education</i></b> An introduction to the day and ideas on how to make the most of it!		LGS 106
<b>CONCURRENT SESSION 1:</b>			
<b>9:30-12:00</b>	<b>Building Literacy in Emergent Adult Readers, Part 1 – <i>Patsy Vinogradov</i></b> <b>(NOTE: This is a 2-part workshop that will continue during Concurrent Session 2.)</b> This 2-part workshop focuses on instruction for adult ESL learners who have little or no formal education. These students are learning to read for the first time in an unfamiliar language. Such “emergent readers” are faced with many challenges but also bring to the classroom tremendous resources for learning. In this workshop, we’ll unpack what we know about L2 emergent readers, explore how these students learn best, and finally we’ll share and build our best practices.		LGS 106
	<b>Listen Up, Speak Out!! – <i>Betsy Parrish</i></b> How can you challenge and engage high-intermediate to advanced level ESL learners in your classes? One way is through high-interest, content-based units for teaching listening, speaking and pronunciation. This session demonstrates content-based lessons that integrate these skill areas, with a focus on promoting higher order thinking skills, advanced note-taking strategies, and awareness of speaking and pronunciation skills needed to communicate effectively at advanced levels of ESL. Be ready to try out activities, reflect on how to use and adapt them in your programs, and to explore integrating content you may not have considered using before.		LGS 004
	<b>Give Your Worksheets a Workout – <i>Jessica Grace Jones</i></b> Worksheets and textbooks are a part of almost any classroom. But are you and your students getting the most out of these pages? Learn strategies for using conventional ESL worksheets in ways that get students talking, moving, and creating with the language. Explore how to reinforce concepts and vocabulary through activities that engage a variety of learning styles and strategies.		LGS 005
	<b>Lesson Planning Made Manageable – <i>Kimberly Johnson</i></b> What are the key components of effective lesson planning for the adult ESL classroom? How can we make lesson planning more manageable? In this workshop, relevant for the new teacher or as a refresher for the experienced teacher, participants will first identify the purposes and key components of an effective lesson plan, and then review the TESOL standards for effective instruction in adult ESL education. Throughout, we will identify and share time-saving lesson planning techniques for the busy teacher.		LGS 008
	<b>iTunes in the Classroom – <i>Susan Wetenkamp-Brandt</i></b> Using free audio and video from iTunes, help your learners improve their listening skills and gain the strategies, experience, and confidence that will help them tackle academic lectures and other complex listening tasks. In this session we will explore methods for improving learners' academic listening skills through authentic practice, find resources, and learn how to use them in the classroom or for out-of-class extension activities.		<b>DREW SCIENCE COMPUTER LAB 305</b>
	<b>12:00-1:00</b> <b>Lunch and Networking</b>		<b>SORIN CAFETERIA</b>

## Session Schedule, Descriptions & Locations – *continued*

TIME	SESSION	TUES. JUNE 2 – Afternoon	ROOM
<b>CONCURRENT SESSION 2:</b>			
<b>1:00-3:30</b>	<b>Building Literacy in Emergent Adult Readers, Part 2 – <i>Patsy Vinogradov</i></b> (See description from Session 1)		LGS 106
	<b>Building a Bridge to Academic Success: Reading and Note-taking Strategies – <i>Kimberly Johnson</i></b> Moving successfully into post-secondary education can be a challenge to our adult ESL students, and transition level courses play an important role in preparing students to meet the demands of an academic environment. In this interactive session, participants will explore the characteristics of the successful transitions student and practice strategies to address two critical areas: reading academic texts and note-taking.		LGS 004
	<b>Give Your Worksheets a Workout – <i>Jessica Grace Jones</i></b> (Repeated from Session 1)		LGS 005
	<b>Making the Most of Teacher Observations – <i>Diane Pecoraro</i></b> Making teacher observations meaningful and effective can be a challenge even for experienced teachers and supervising staff/administrators. In this session, we will address the process of/ issues around conducting successful observations and providing meaningful feedback to teachers. We will consider both teacher and administrator perspectives and aim for a more collaborative process. The goal is to conduct observations that are helpful and lead to improved performance in the classroom. Participants will review different observation forms, define the steps leading up to the observation, and practice giving and receiving constructive feedback. Note: this session is designed for both observers and the observed!		LGS 008
	<b>Basic Computer Skills Curriculum – <i>Susan Wetenkamp-Brandt</i></b> Adult students need to be familiar and comfortable with technology to thrive in today's world. But finding interesting and appropriate ways to teach computer literacy to our adult ESL students remains a challenge for many teachers. Come to this workshop to get resources to help you plan a computer skills class. We will begin with choosing which competencies to teach, then find lessons, curricula, and online resources to teach those competencies, and finish with an exploration of effective computer skills teaching strategies.  Note that as of Feb. 2009, adult education programs may offer separate computer literacy classes to students who are concurrently enrolled in primary ESL or ABE/GED classes, and to students who are classified as "Work-Based Project Learners" (referred by a workforce center or other government/employment assistance program).		<b>DREW SCIENCE COMPUTER LAB 305</b>

## Session Schedule, Descriptions & Locations – *continued*

TIME	SESSION	WED. JUNE 3	ROOM
<b>8:30-9:00</b>	<b>Registration &amp; Coffee</b>		LOBBY
<b>CONCURRENT SESSION 1:</b>			
<b>9:00-11:30</b>	<b>Facilitating the Multilevel ESL Classroom – <i>Suzanne Gilchrist McCurdy</i></b> To some degree, all of us teach multilevel classes. Learners bring with them different interests, backgrounds, schooling and skills. How is a teacher to meet these variations and learner-needs? This session will focus on effective strategies used to facilitate a multilevel ESL classroom. Examples and tips will be discussed with each strategy.		LGS 106
	<b>Listen Up, Speak Out!! – <i>Betsy Parrish</i></b> (Please see description on p. 2)		LGS 004
	<b>Bringing the Workplace into the Language Classroom – <i>Julia Reimer</i></b> This session will focus on integrating workplace and employability skills, content and experiences into your classes. You'll see demonstrations of activities, talk about classroom routines, and brainstorm about skills and language that will give your students what they need to succeed in the workplace.		LGS 005
	<b>Lesson Planning Made Manageable – <i>Kimberly Johnson</i></b> (Please see description on p. 2)		LGS 008
	<b>Basic Computer Skills Curriculum – <i>Susan Wetenkamp-Brandt</i></b> (Please see description on p. 3)		<b>DREW SCIENCE COMPUTER LAB 305</b>
<b>11:30-12:30</b>	<b>Lunch and Networking</b>		<b>SORIN CAFETERIA</b>
<b>CONCURRENT SESSION 2:</b>			
<b>12:30-3:00</b>	<b>Facilitating the Multilevel ESL Classroom – <i>Suzanne Gilchrist McCurdy</i></b> (Repeated from Session 1)		LGS 106
	<b>Building a Bridge to Academic Success: Reading and Note-taking Strategies – <i>Kimberly Johnson</i></b> Moving successfully into post-secondary education can be a challenge to our adult ESL students, and transition level courses play an important role in preparing students to meet the demands of an academic environment. In this interactive session, participants will explore the characteristics of the successful transitions student and practice strategies to address two critical areas: reading academic texts and note-taking.		LGS 004
	<b>Bringing the Workplace into the Language Classroom – <i>Julia Reimer</i></b> (Repeated from Session 1)		LGS 005
	<b>Promoting Learner-centered Teaching through Peer-mentoring in Adult ESL Classes – <i>Betsy Parrish</i></b> In this interactive session, the presenter will share a state-wide peer-mentoring initiative that you can be part of in your program, highlighting the process and the use of a reflective rubric designed to assess learner-centered instruction Adult ESL classrooms. You will work on the skills needed to be a successful peer-mentor, assess your own teaching practices, and set goals for growth that could be explored through site-based peer-mentoring. You will learn how you can become involved in peer-mentoring on your own with a colleague, or with the support of ATLAS. Managers can learn about how to include peer-mentoring as part of professional development in your programs.		LGS 008



## Introducing Our Presenters

**Jessica Grace Jones** has worked in the field of adult ESL for 7 years. She is a classroom teacher as well as a teacher trainer and mentor at the Minnesota Literacy Council. She also consults on issues of teaching blind and visually impaired learners for the Physical and Neurological Disabilities Assistance (PANDA) grant in Minnesota. [\*JSchachterle@themlc.org\*](mailto:JSchachterle@themlc.org)

**Kimberly Johnson** is Assistant Professor and the Coordinator for ATLAS (ABE Teaching and Learning Advancement System) at Hamline University in St Paul. Her teaching and research focuses on adult and post-secondary teacher education and professional development. [\*kjohnson60@hamline.edu\*](mailto:kjohnson60@hamline.edu)

**Astrid Liden** is the ABE Professional Development Specialist at the Minnesota Department of Education. She has worked as an ESL instructor, teacher trainer, and ABE program manager. [\*Astrid.Liden@state.mn.us\*](mailto:Astrid.Liden@state.mn.us)

**Suzanne Gilchrist McCurdy** is a state-level CASAS trainer. She also works as an Instructional Support Consultant with the Saint Paul Community Literacy Council (SPCLC). [\*suzanne.mccurdy@gmail.com\*](mailto:suzanne.mccurdy@gmail.com)

**Betsy Parrish** is Professor and Coordinator of the Adult ESL and Teaching English as a Foreign Language certificate programs at Hamline University. She serves as ATLAS advisor and has worked as an ESL/EFL teacher, teacher educator, writer and consultant for 25 years. [\*bparrish@hamline.edu\*](mailto:bparrish@hamline.edu)

**Diane Pecoraro** works as an independent ESL/Adult Education consultant. Diane has consulted on numerous major national initiatives such as the development of the TESOL Adult Education Standards, the BEST assessment and the ELT program through ORR and Spring Institute. A frequent presenter at state and national conferences, she addresses policy, program administration, and “nuts and bolts” classroom issues. [\*depecoraro@aol.com\*](mailto:depecoraro@aol.com)

**Julia Reimer**, Assistant Professor at Hamline University, has been working with adult ESL learners and teachers since 1990. She teaches TEFL Certificate, ESL Licensure, and Adult Certificate courses. Her particular areas of interest are in learning strategies, course design, and grammar. [\*jreimer@hamline.edu\*](mailto:jreimer@hamline.edu)

**Patsy Vinogradov** has been involved in ESL since 1994. She began teaching in Russia, and later worked extensively with adult immigrants and refugees in Nebraska and Minnesota. Patsy has been an adjunct faculty member at Hamline University since 2002, where she works with graduate students in both the TEFL Certificate and Adult Certificate programs. Her research interests include literacy development for adult students, especially those with limited first-language literacy. [\*pvinogradov01@hamline.edu\*](mailto:pvinogradov01@hamline.edu)

**Susan Wetenkamp-Brandt** is the Educational Technology Trainer for the Minnesota Literacy Council. She has taught English, computer, and basic literacy skills to immigrant and refugee adults and specializes in integrating technology into the adult education curriculum. [\*swbrandt@themlc.org\*](mailto:swbrandt@themlc.org)