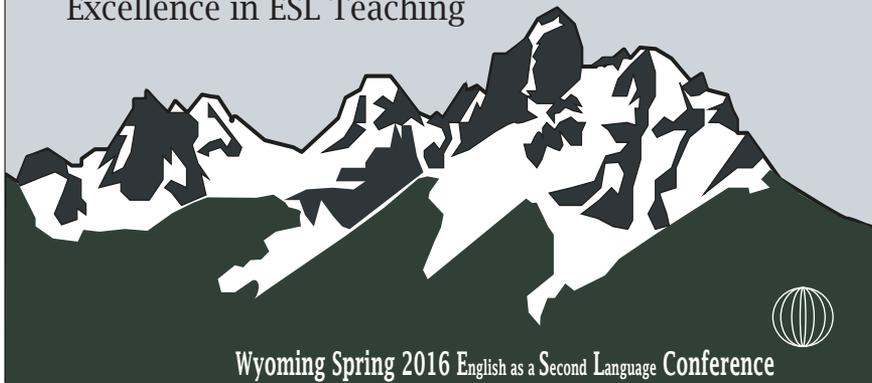

**UW College of Education Department of Educational Studies and
the Wyoming School-University Partnership
present**

Just in Time:

Excellence in ESL Teaching



Wyoming Spring 2016 English as a Second Language Conference

Just in Time:
Excellence in ESL Teaching

**Wyoming Spring 2016 English as Second
Language Conference**

**April 29-30, 2016
Casper College, UW-Casper,
and the Hilton Garden Inn
Casper, Wyoming**

Welcome!

To the inaugural *Just in Time: Excellence in ESL Teaching*, the first state-wide English as a Second Language conference in Wyoming.

Below is the full schedule of the conference and locations of all sessions. Please see the brief descriptions of each presentation and session on pages 6-11.

Please remember that .5 Professional Teaching Standards Board renewal credit is available to Wyoming certified K-12 teachers, as well as one graduate hour of UW's EDCI 5959 credit. Please see the registration table for more information about both opportunities.

We hope you have a fulfilling and fun couple of days!

*Jenna Shim, Conference Program Chair, ESL Endorsement Program Coordinator
UW College of Education Department of Educational Studies
The Wyoming School-University Partnership*

Friday Evening Schedule

Friday, April 29, Casper Hilton Garden Inn

6:00 - 6:45	Check-in and Mixer
7:00 - 8:30	Banquet Conference Introduction: Jenna Shim, Conference Program Chair, ESL Endorsement Program Coordinator Conference Welcome: D. Ray Reutzler, Dean, College of Education, UW Keynote Speech: Speaker Introduction: Dana Robertson, Executive Director, UW Literacy Research Center and Clinic Drawing on the Strengths of Families to Support English Learners' Literacy Learning, Cindy Brock and Rachel Salas
8:30 - 9:00	Large group discussion and response

Saturday Schedule

Saturday, April 30, Casper College and UW-Casper campus

7:45 - 8:15 Physical Sciences Lobby	Breakfast
8:15 - 9:30 Physical Sciences 103	Keynote Speech: Speaker Introduction: D. Ray Reutzel The List of Ten: Supporting ELLs in the Classroom, Diane Barone
9:30 - 9:45	Break
9:45 - 11:05 Physical Sciences 103	Featured Presentation: Teaching Reading and Writing to English Learners: What We Know and Don't Know, D. Ray Reutzel
11:05 - 11:20	Break
11:20 - 12:10 Physical Sciences (see specific breakout session)	Breakout Sessions: <ul style="list-style-type: none"> • Preparing Students and Teachers for Dual-language and Multilingual and Multicultural Society Physical Sciences 111 • Global Literacy, Vocabulary, and Comprehension for English Language Learners, Physical Sciences 216 • Phonemic Awareness Intervention for Kindergarten ELLs with Low Readiness, Physical Sciences 117 • Engaging Secondary ELLs in Literacy Practices, Physical Sciences 107 • Ambiguity Tolerance and Impact of Learning Styles on Second Language and Teaching, Physical Sciences 222
12:10 - 1:00	Lunch
1:00 - 1:20 University Union, 322 Gateway Building, 225	Featured Presentations: <ul style="list-style-type: none"> • A STEM Picture is Worth 1,000 STEM Words, Tim Slater, University Union, 332 • Success with Linguistic Minority Students at the Secondary Level, Chad Ransom, Gateway Building, 225
2:35 - 3:25 Physical Sciences (see specific breakout session)	Breakout Sessions: <ul style="list-style-type: none"> • Sharing our School's 10 Year Journey with English Language Learners, Physical Sciences, 222 • The Power of Emotion in English Language Learning: Lessons from Neuroscience Illustrated in the Experiences of Beginning ELL Teachers, Physical Sciences 111 • Recognizing and Supporting "Normal" Language User Privileges for ELLs: A Critical Conversation, Physical Sciences 216 • Strengthening Families through First Language Literacy, Physical Sciences 107 • Assessing ELLs: Making Sense of the WIDA ACCESS Report- What Now?, Physical Sciences 117
3:40 - 4:00 Physical Sciences 103	Conference Conclusion and Conference Evaluation: Jenna Shim

Meet the Keynote Speakers

Diane Barone, Ph.D.

Professor of Literacy Studies
University of Nevada, Reno



Diane Barone is the President of International Literacy Association and has been named to the Reading Hall of Fame. Her research focuses on young children's literacy development and instruction in high poverty schools and on children's literature. She conducted two longitudinal studies of literacy development: a four-year study of children prenatally exposed to crack/cocaine and a seven-year study of children, predominantly English Language Learners, in a high-poverty school. She has written numerous articles, books, and book chapters. She works in public schools to enhance student learning and has received the John Chorlton Manning IRA Award for this work. She served as the editor of *Reading Research Quarterly* and she is currently editor of *The Reading Teacher* with Marla Mallette.

Rachel Salas Ph.D.

Assistant Professor of Literacy Studies
University of Nevada, Reno



Rachel Salas focuses on the academic literacy needs of English Language Learners and the preparation of teachers to work with, and meet the needs of an increasingly culturally and linguistically diverse student population. In addition, she addresses issues of race, culture and language in the classroom, in academic environments and in children's literature. She has more than twenty years of experience working with high poverty, Hispanic, and culturally and linguistically diverse learners and their parents. Her current research deals with the sociocultural aspects of language and literacy development, the preparation of teachers to teach in a culturally and linguistically diverse society and on improving literacy instruction provided to ELLs and students who are in at-risk conditions. She is also interested in studying the complex relationship between the cognitive and linguistic demands of academic literacy in school and informal educational settings. She teaches courses in adolescent literacy and children's literature.

Meet the Keynote Speakers

Cynthia Brock, Ph.D.
the Wyoming Excellence
in Higher Education Endowed Chair
in Literacy Education
University of Wyoming



Cynthia Brock is the Wyoming Excellence in Higher Education Endowed Chair in Literacy Education at the University of Wyoming. She taught elementary, middle, and high school for nine years in several states, before returning to graduate school to earn a doctorate in educational psychology with a focus in literacy and an emphasis on second language learners. Before coming to UW, Dr. Brock was at Texas Woman's University, University of Nevada, Reno, and the University of South Australia. Dr. Brock's scholarly research agenda centers on the study of opportunity to learn, and her various studies have explored children's learning, pre- and in-service teachers' learning, and her learning and the learning of her colleagues. Dr. Brock is particularly interested in exploring the literacy learning opportunities of elementary children from diverse cultural, linguistic and economic backgrounds, and she explores ways to work with pre- and in-service teachers to foster the literacy learning opportunities of children from non-dominant backgrounds. She has conducted qualitative research in cross-cultural contexts including the United States, Australia, England, Fiji, Thailand, Laos, Spain, Chile, and Costa Rica.

Earn your ESL endorsement at the University of Wyoming!

Reasons to choose UW's ESL Endorsement Program

- This degree prepares you to work with ESL learners in K-12 and adult learning environments.
- The program prepares current teachers to engage students from around the world.
- The courses are delivered by expert and well-qualified ESL teacher trainers.
- The courses are delivered in intensive weekends and online formats.
- This is a 15-credit hour program, and the courses are run throughout the year.
- We have been training and developing the skills of English language teachers for many years and graduated over 200 teachers.

www.uwyo.edu/esl

Contact: Jenna Shim, jshim@uwyo.edu

Presentation Descriptions

Friday, April 29

Keynote Speech 7:00 pm - 8:30 pm

Drawing on the Strengths of Families to Support English Learners' Literacy Learning, Cindy Brock (University of Wyoming) and Rachel Salas (University of Nevada, Reno)
Heart of the Garden, Hilton Garden Inn

Families are children's first and most important teachers. Families also serve as powerful resources for fostering children's literacy learning in schools. In this interactive presentation, we explore the central role that families can play in fostering children's learning. We also share concrete examples of ways we have worked with families, and learned from them, to support their children's literacy learning. Finally, we share concrete examples of ways that audience members can work effectively with families to promote children's literacy learning.

Saturday, April 30

Keynote Speech 8:15 am - 9:30 am

The List of Ten: Supporting ELLs in the Classroom, Diane Barone (University of Nevada, Reno)
Physical Sciences Building 103

This presentation targets 10 instructional practices that support ELLs within a traditional classroom. The practices are easy to implement and result in ELLs, in particular, learning to participate in classroom instruction and to build literacy knowledge and skills.

Morning Featured Presentation 9:45 am - 11:05 am

Teaching Reading and Writing to English Learners (ELs): What We Know and Don't Know – A What Works Epistemology, D. Ray Reutzell (College of Education, University of Wyoming)
Physical Sciences Building 103

There is considerable confusion between what EL advocates say is effective practice for teaching ELs to read and write in English and what the empirical research base says. This presentation is intended to inform classroom practitioners about what the empirical research says and does not say constitutes evidence-based practice for effectively teaching ELs to read and write in English.

(General Audience)

Presentation Descriptions

Morning Breakout Sessions 11:20 am - 12:10 pm

Preparing Students and Teachers for Dual-language and Multilingual and Multicultural Society, Joy Landeira (Modern and Classical Languages Department, University of Wyoming)
Physical Sciences Building, Room 111

This breakout session will be a discussion of culturally responsive pedagogy and curriculum that enables students and teachers to develop the mind-set and dispositions that respect students' cultures and languages, affirm identity, nurture student dreams and expand their world. The session will also include practical aspects of curriculum development and training for Heritage Language and Advanced Placement classes, Licensure Plus structures for adding endorsements in ESL, Culturally and Linguistically Diverse and world languages, and dual-language or multi-language delivery of second and third languages. Format combines lecture with break-out group discussion sections. **(General Audience)**

Global Literacy, Vocabulary, and Comprehension for English Learners, Keonghee Tao Han (Department of Elementary Education, University of Wyoming)
Physical Sciences Building, Room 216

This session is designed for grades 3 through 8 educators interested in vocabulary and comprehension instruction for English learners. The session will include a brief power point presentation about the vocabulary and comprehension scaffolding needs of ELs. Following the presentation, session activities may include: (1) reading and discussion of global children's literature from Asian and other cultures; and, (2) literacy concepts/strategies including fast, focused, and flood words (Blachowicz, Baumann, Manyak, & Graves, 2015), use of the vocabulary quilt (Wessles, 2011), concept sorts (Bear, Invernizzi, Templeton, & Johnston, 2016), Cultural X-Ray (Short, 2009), and book club (Raphel, Pardo, & Highfield, 2002). **(General Audience)**

Presentation Descriptions

Morning Breakout Sessions continued

Phonemic Awareness Intervention for Kindergarten ELLs with Low Readiness, Scott Eastman, Julie Lindstrom, Neida Mendoza and Ellen Kappus, (Jackson Elementary School, Jackson)
Physical Sciences Building, Room 117

In this breakout session, we will discuss the interventions in phonemic awareness, alphabetic understanding, and how vocabulary and oral language have significantly improved academic outcomes for low literacy and low language English language learners in Jackson Elementary School. **(Audience: Elementary Education)**

Engaging Secondary ELLs in Literacy Practices, Katy Brammer, Yeni Wilcox, (University of Wyoming Lab School, Laramie) and Sara Wilson, (Afflerbach Elementary School, Cheyenne)
Physical Sciences Building, Room 107

In this breakout session, we will discuss strategies that can help engage secondary ELLs in literacy practices. We will address the question: How can teachers promote literacy for ELLs both at school and home? We will consider what makes literacy difficult for ELLs and look at ways to support their learning. We will share ideas and methods for the classroom. **(Audience: Secondary Education)**

Ambiguity Tolerance and the Impact of Learning Styles on Second Language Learning and Teaching, Frederica Suess (English Language Center for International Students, University of Wyoming)
Physical Sciences Building, Room 222

New brain research may give better models for understanding the bridge between purposeful learning and soft skills acquisition in the second language classroom. Understanding and respecting learner cognitive styles can lead to a faster sense of “My Language is Me” and broad implications for multivariant testing and assessment procedures. **(Audience: K-12 Education and Post Secondary Education)**

Presentation Descriptions

Afternoon Featured Presentations 1:00 pm - 2:20 pm

A STEM Picture is Worth 1,000 STEM Words, Timothy F. Slater,
(Department of Secondary Education, University of Wyoming)
University Union, Room 322

ESL students are not unusual in that they often struggle with describing abstract concepts in mathematics and science. At the same time, these disciplines are often characterized by visual representations. Designed to help elementary teachers working with ESL students to improve science and mathematics achievement, this workshop helps teachers implement instruction that emphasizes graphical and visual representations. Leveraging common, but perhaps unfamiliar representations, approaches that challenge students to themselves create graphics have consistently demonstrated that they help all students deepen their conceptual understanding and improve their ability to communicate their thinking. **(Audience: Elementary Education)**

Success with Linguistic Minority Students at the Secondary Level,
Chad Ransom (Second Language Services, Teton County School
District)
Gateway Building, Room 225

Success at the secondary level is most usually defined by student grades, credit completion, graduation, and acceptance into post-secondary education. However, EL and former EL students are often much less successful than their native English-speaking peers. This occurs for a number of reasons, including cultural differences, socio-economic factors, and past educational failure. However, the factor most directly impacted by schools and arguably most influential on student achievement, is access to effective teaching practices. Unfortunately, most secondary ESL programs do not focus on the support needed for EL and former EL students to be successful in content classes. This session is designed to provide participants with key practices that have been shown to improve the achievement of these students and discuss how they can support those practices in their current role: EL teacher, instructional coach, or administrator. Additionally, participants will examine different structures for EL students at the secondary level: co-teaching, support classes, targeted ELD classes, heritage language literacy, and bilingual models. **(Audience: Secondary Education)**

Presentation Descriptions

Afternoon Breakout Sessions 2:35 pm - 3:25 pm

Sharing Our School's 10 Year Journey with English Language Learners, Phil Hubert (Lincoln Elementary School, Casper) Physical Sciences Building, Room 222

In this breakout session, we will be sharing our school's 10 year journey that we believe was successful in promoting and supporting ELLs' academic and social lives. The discussion will include the changes in instructional practices, school culture, and parent involvement over time. **(Audience: Elementary Education)**

The Power of Emotion in English Language Learning: Lessons from Neuroscience Illustrated in the Experiences of Beginning ELL Teachers, Terry Burant (Educational Studies, University of Wyoming), Zachary Stamp and Danielle Wood, (Secondary Education Majors, University of Wyoming) Physical Sciences Building, Room 111

Lowering the affective filter has long been an important tenet in teaching English language learners. In recent years, findings from the emerging field of affective neuroscience illuminate just how powerful emotion is for learning. In this session, we will share several key ideas about emotion and learning from neuroscience and then examine examples of these principles in classroom practice, particularly in the classroom experiences of beginning teachers enrolled in the University of Wyoming ELL Endorsement program. **(General Audience)**

Recognizing and Supporting "Normal" Language User Privileges for ELLs: A Critical Conversation, Jason Hendryx (Department of Secondary Education, University of Wyoming) Physical Sciences Building, Room 216

In this interactive session participants will be asked to detail what "normal" language user privileges are for native speakers and how those same privileges do, do not, or in what form, extend to non-native learners of a language. Participants will then be presented with 1) the identity approach, 2) third spaces, and 3) participatory culture constructs as possible avenues with which to further support the linguistic realities ELL learners will face both in and out of their classrooms. **(General Audience)**

Presentation Descriptions

Afternoon Breakout Sessions continued 2:35 pm - 3:25 pm

Strengthening Families through First Language Literacy, Kat Bohr-Buresh, (Wyoming Family Literacy Center, Casper) and Judith Spargur, (Northwest College, Powell)
Physical Sciences Building, Room 107

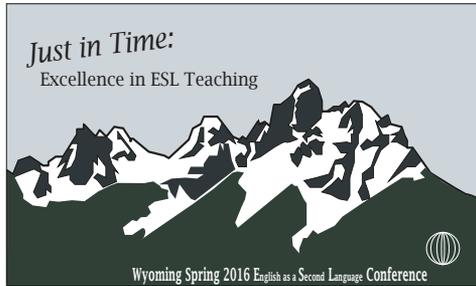
This breakout session will discuss the importance of all people learning to read and write in their mother tongue (L1) first and how emotional and familial stability is increased when families continue to speak their L1 in the home. We will discuss the irony of schools teaching foreign languages while hampering early biliteracy for ELLs. The workshop will present practical ideas for bringing students' cultures and languages into the classroom, thereby strengthening family connections and first language literacy. **(Audience: Secondary Education)**

Assessing ELLs: Making Sense of the World-class Instructional Design and Assessment (WIDA) Assessing Comprehension and Communication in English State-to-State for English Language Learners (ACCESS) Report—What Now? Dixie Brackman (Laramie Junior High School, Laramie) and Dea Kobbe (Linford Elementary School, Laramie)
Physical Sciences Building, Room 117

In this breakout session, we will explore how the WIDA ACCESS report can clarify instructional next steps for ELLs. We will discuss instructional possibilities along the continuum of WIDA CAN-DO Descriptors and the BIG 3 ELL strategies. **(General Audience)**

Wyoming Professional Teaching Standards Board renewal credit and UW EDCI 5959 one graduate credit hour is available at the conference!

For more information and to sign up, please see the registration table at the conference.



A very special thank you to event sponsors:

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We thank the keynote presenters, featured presenters, session breakout presenters, table discussion leaders, and everyone who helped with set-up and registration. In particular, a big thank you to Kara Duggan, the Partnership office associate, and Koren Clark, Educational Studies office associate, for all their hard work to make this event happen.

Program created by Kara Duggan



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