Welcome to the 2017 MITESOL Conference!

We are thrilled to be holding our annual conference at the beautiful Oakland Schools Conference Center in Waterford, Michigan. It has been many years since a K-12 venue has been selected to host the conference. The theme of this year’s conference, Promoting Equity and Excellence is timely and motivated by the results of the 2016 Michigan Education Finance Study, the adoption of the Every Student Succeeds Act (ESSA), our current national, state, and local political climates, and a dramatic increase in the number of K-12 English Learners in Michigan, from approximately 60,000 in 2010 to over 100,000 in 2017. We aim to promote equity for English learners by advocating for and providing access to curriculum, community resources, and expanded opportunities. We will pursue excellence through our collaborative exploration of research based pedagogy and best practice instruction.

The MITESOL mission is to provide leadership and support for professionals involved in teaching English to speakers of other languages by:

- Fostering improvement of programs for the education of pre- and in-service teachers of ESL
- Providing opportunities and resources for the professional development of educators of ESL
- Collaborating with educational institutions, agencies, and professional associations to identify and resolve issues in ESL instruction
- Encouraging development, participation, and leadership in the field of ESL/TESOL
- Advocating for quality standards in instructional programs of ESL

Our keynote, plenary, and invited speakers will lead us in learning about how functional language awareness and scaffolding can be used to promote equity and excellence. They will engage us in deep thinking about issues of equity for students learning English and other content areas. Our speakers represent expertise for teachers of K-12, University, and adult students alike. On Friday evening, author and researcher Dr. Mary Schleppegrell will present, Teaching Language to Support Learning Across Subject Areas. On Saturday, Dr. Holly Hansen-Thomas, Professor of ESL and Bilingual Education at Texas Woman’s University will present Equitable Strategies to Promote Excellence: Using Discourse, Language Functions, and Language Awareness for Learning Content, Language, and Literacy. Please refer to the program for more details about the speakers and their presentations.

In addition to our keynote, plenary, and invited speakers, we have over fifty sessions addressing a wide array of English Language Teaching (ELT) issues, including several hands-on workshops, panel discussions, and unconference sessions. Of course, we have a publisher’s exhibit, delicious food, and live entertainment. Take a good look at the schedule to make sure you don’t miss anything.

We hope you enjoy the conference.

Best wishes,

Suzanne Toohey
President Elect & Conference Chair

Jolene Jaquays
President

Andrew McCullough
Past President

May Denha
Membership Coordinator

Joanna Schrecengost
Exhibits Manager
Thanks and Appreciation to:

**Proposal Reviewers**
- Carol Arnold
- Hadeel Azzo
- Colleen Brice
- Kim Chorvath
- May Denha
- Ashley Hewlett
- Jolene Jaquays
- Austin Kaufmann
- Lisa Lockhart
- Shawn Loewen
- Cynthia Macknish
- Andrew McCullough
- Jennifer Paul
- Ildiko Porter-Szucs
- Kari Richards
- Carmela Romano-Gillette

**Conference Volunteers**
- Abdulaziz Almosa
- Peggy Barker
- Jane Degroot
- Catherine Franklin
- Jennifer Frankowiak
- Jennifer Kacin
- Michelle Koehler
- Zhuoyang Li
- Oyekanmi Oyebanji
- Yi Shi
- Yuan Sui
- Bing Wang
- Yihua Xu
- Danging Yang
- Yu Zhang

**Keynote Speaker**
- Dr. Mary Schleppegrell

**Plenary Speaker**
- Dr. Holly Hansen-Thomas

**Invited Speakers**
- Dr. Erin Laverick
- Jennifer Paul
- Dr. Shereen Tabrizi

To our **OVER 90** Presenters who selflessly took time from their family and other commitments to create excellent and inspiring sessions to share with us.

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Oakland School does not discriminate on the basis of sex, race, color, national origin, religion, height, weight, marital status, sexual orientation (subject to the limits of applicable law), age, genetic information, or disability in its programs, services, activities or employment opportunities. Inquiries related to employment discrimination should be directed to the Assistant Superintendent of Human Resources, Personnel Management and Labor Relations at 248.209.2429. Title IX complaints should be directed to the Manager/Supervisor, Career Focused Education at 248.209.2160. For all other inquiries related to discrimination, contact the Executive Director of Legal Affairs at 248.209.2062. All complaints may be addressed at 2111 Pontiac Lake Road, Waterford, MI 48328-2796.
There are many people to thank for helping to fulfill this enormous endeavor. First, I want to thank my esteemed predecessors, Jolene Jaquays (President) and Andrew McCullough (Past-President) for their assistance and encouragement. I also want to thank our membership coordinator, May Denha, for her tireless work on conference registration, our Secretary, Ellen Brengle, Exhibits Manager, Joanna Schrecengost, our Treasurer, Jim Desler, our Web Masters, Trisha Dowling & Jennifer Musser, our CALL SIG leader, Austin Kauffmann, our listserv manager, Pamela Bogart, and the entire Executive Committee for their help planning this event. Josie Pickens, Communications Coordinator and Colleen Brice, MITESOL Historian, will forever hold a special place in my heart for taking my calls and answering my texts at all hours of the day and night.

Thanks also to our keynote and plenary speakers, our proposal readers, our volunteers, and our exhibitors. Deb Delowery, ESL/Title III Project Assistant at Oakland Schools, I could not have survived back to school season and months of conference planning without you. Thank you to Seiko Yomogita and Cara Trautman and her team of improvisers for making us laugh!

We are grateful to Dr. Wanda Cook-Robinson, Superintendent, Oakland Schools, for graciously waiving the technology fees for the conference this year. I would like to extend special thanks to my Oakland County and Oakland Schools friends and colleagues for their generous participation in and contributions to this conference.

Thank You to our Generous Donors
GOLD Sponsors
♦ Argo Translation
♦ English Language Center at Michigan State University
SILVER Sponsor
♦ Imagine Learning

Sincerely,

Suzanne Toohey
President-elect & Conference Chair
THE WORLD COMES TOGETHER AT

TESOL 2018
International Convention & English Language Expo
27-30 March 2018 • Chicago, Illinois, USA

Early Registration Discounts End 1 February 2018
www.tesolconvention.org
Conference At-A-Glance

**Day 1: Friday, October 20, 2017**
8:30 a.m. - 3 p.m. K-12 Pre-conference Institute
3 p.m. - 8 p.m. Registration & Exhibitors
4 p.m. - 7 p.m. Concurrent Sessions
3 p.m. - 5 p.m. Light Snacks served in the Atrium on the 1st floor
4 p.m. - 6:45 p.m. Concurrent Sessions, Invited Speaker & Invited Panel Discussion
7 p.m. - 8:15 p.m. Welcome to Oakland Schools followed by Keynote Speaker
8:15 p.m. MITESOL 2017 Reception

**Day 2: Saturday, October 21, 2017**
7:30 a.m. - 11:50 a.m. Registration
7:30 a.m. - 9 a.m. Light Breakfast, Coffee, & Tea served in the Atrium on the 1st floor
8 a.m. - 10:15 a.m. Concurrent Sessions & Invited Speaker
9:45 - 10:15 a.m. Exhibitors
10:15 a.m. - 10:45 a.m. SIG Meetings
11 a.m. - 11:45 a.m. Concurrent, Unconference & Poster Sessions
Noon - 1 p.m. LUNCH
1 p.m. - 2 p.m. Plenary Speaker
2:15 p.m. - 4 p.m. Concurrent Sessions & Invited Speaker
4:15 p.m. - 4:45 p.m. Snacks, Exhibitors, & Drawing in the Atrium on the 1st floor

For real time updates to the conference schedule scan the QR code or go to:
http://tinyurl.com/MITESOLupdates
Our Speakers

Friday, October 20, 2017
7 p.m.
Conference Rooms A—D

Dr. Mary Schleppegrell

Teaching language to support learning across subject areas

ESL teachers are currently being asked to take on new roles in education at all levels as we work with students who are no longer beginners, but who still need robust support for developing the levels of academic language needed for success in school subjects. This work extends over several years for learners, and brings new challenges for teachers. In this talk I will show how primary, secondary, and tertiary level teachers can support intermediate and advanced students in learning English by focusing on how knowledge is presented in different subjects. Using tools from functional linguistics, I will illustrate how teachers can talk about language and meaning in science, history, and other subjects to support their students in developing and displaying knowledge of both language and content.

Saturday, October 21, 2017
1 p.m.
Conference Rooms A—D

Dr. Holly Hansen-Thomas

Equitable strategies to promote excellence:
Using discourse, language functions, and language awareness for learning content, language, and literacy

In this session, participants will learn about the concept of functional language awareness and how it can be used to promote equity and excellence for English Learners in content area classes, with a specific emphasis on linguistic strategies that can be used to facilitate language and literacy development.
2017 Presenters

Ann Arbor Public Schools
Marla Metler

Argo Translation
Peter Argondizzo

Bloomfield Hills Schools
Sarah Huck
Lisa Lockart
Jennifer Ostheimer
Valerie Weeks

Cambridge Michigan Language Assessments
Renee Saulter

Clarenceville Schools
Karen Morrison

Eastern Michigan University
Marlene Beck
Jenna Bollinger
Fernanda Da Silva Carvalho
Cong Li
Cynthia Macknish
Hannah Massengill
Jennifer Musser
Josie Pickens
Allison Piippo
Ildiko Porter-Szucs
Melissa Quasunella
Patricia Ribeiro
Susan Ruellan
Kate Sadeghpour
Kay Stremler
Zuzana Tomas
Wendy Wang
Heather Yoder

ELS Language Centers
Ashlie Grimwade
Lisa Wooning

Farmington Schools
Jeanine Clever
Lindsay Novara

Global Education Excellence
Dalia Omar

Grand Rapids Community College
Sharon Umlor

Grand Valley State University
Colleen Brice
Dan Brown
Kay Losey
Casey Thelenwood

Henry Ford Community College
Clarissa Codrington

Intercultural Training Associates, Inc.
Sandra Hagman

Kent ISD
Casey Gordon

Lincoln Consolidated Schools
Puja Mullins
Amanda Pringle

Madonna University
Hadeel Betti
Andrew Domalski
Boguslawa Gatarek

McREL International
Ben Cronkright

Michigan Department of Education
Suzy Khoury
Jennifer Paul
Shereen Tabrizi

Michigan State University
Carol Arnold
Austin Kaufmann
Anna Kortemeyer
Sandra Hou
Deric McNish
Karthi Nair-Brodeur
Paula Winke
Xiaowan Zhang

Nissan Technical Center North America
Barry DeCicco

Oakland Schools
Wisam Brikho
Diane Katakowski
Susan Koceski
Steve Whitmore

Plymouth-Canton Schools
Denyaz Farhat

Pontiac Schools
Peggy Barker
Sonia Nieske

Questar Assessment, Inc.
Natalie Nordby Chen

South Lyon Schools
Dayna Britton

Saginaw Valley State University
Jennifer Majorana
Diane Deacon

Texas Woman’s University
Holly Hansen-Thomas

The U.S. Department of State English Language Fellow Program
Steven Taillard

Troy Schools
Christina Rick
Christin Silagy
Julie Stebbins

University of Findlay
Erin Knoche Laverick

University of Michigan
Pamela Bogart
Emily Feuerherm (Flint)
Jolene Jaquays (Flint)
Carmela Romano Gillette
Mary Schleppegrell
Autumn Touchstone (Flint)
Katherine Weyant (ELI)

Walled Lake Consolidated Schools
Kallee Iverson

Warren Consolidated Schools
Christina Kozlowski

Washtenaw Community College
Trisha Dowling

West Bloomfield Schools
Jennifer Frankowiak
Nancy Goldstein
Dana Finneran

Western Michigan University
Terri Bieszka
Tudy Boldin
Joan Conway
Eva Copija
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The Michigan Albert H. Marckwardt Travel Grant

Purpose
To support Michigan graduate student attendance at the annual TESOL International Convention & English Language Expo.

MITESOL offers a Michigan Albert H. Marckwardt Travel Grant to one graduate student member who applied for but was not awarded a TESOL International Albert H. Marckwardt Travel Grant.

Award
The equivalent of the conference pre-registration fee for a student member.

Eligibility
To apply, you must:

- be currently-enrolled as a student in a TESOL/Applied Linguistics/SLA (or related) graduate degree program in Michigan;
- be a current member of both TESOL International and MITESOL;
- submit a complete application for the Albert H. Markwardt Travel Grant to TESOL International (by their deadline, which is November 1, 2017);
- and receive rejection letter in response to your application for a TESOL International Marckwardt Travel Grant.

Criteria
Applicants are evaluated according to TESOL International’s Marckwardt Travel Grant criteria, which include: your scholarship, personal attributes, financial need, and involvement in and commitment to the profession (e.g., presenting and volunteering at MITESOL’s conference; serving on the board, etc).

To Apply
Submit a copy of your TESOL International Marckwardt Travel Grant application, excluding the letter of recommendation. Applications must include the following:

- Your statement of 1,000 words or fewer addressing your ESL/EFL teaching experience; involvement in ESL/EFL organizations; career plans after you graduate; and financial situation
- An unofficial copy of your graduate transcript
- A cover letter stating your membership in and service to MITESOL
- A copy of the rejection letter you received from TESOL International’s Marckwardt Travel Grant committee (this can be added to your application materials later)

Email these materials to: Suzanne Toohey, MITESOL President, at Suzanne.Toohey@oakland.k12.mi.us

We encourage you to send these materials to MITESOL at the same time as you submit your application to TESOL International (you can mail TESOL International’s rejection letter separately, later).

Deadline
All application materials for the MITESOL Marckwardt Grant must be emailed by Jan. 27, 2018.

Questions?
Contact Suzanne Toohey, MITESOL President, at Suzanne.Toohey@oakland.k12.mi.us
Sessions At-A-Glance: Friday, October 20, 2017

4 p.m. - 5:30 p.m.

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<td>K-12</td>
<td>Difference or Disorder? Tools for Team Decision-Making</td>
<td>Practice</td>
<td>Assessment, Excellence</td>
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4 p.m. - 4:45 p.m.

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<td>CALL</td>
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<td>Keys to Drafting and Analyzing Excellent Writing Prompts</td>
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<tr>
<td>Post-Secondary</td>
<td>&quot;If I Don't Speak, I Won't Make Mistakes&quot;: Getting the Quiet Students to Talk in the ESL Classroom</td>
<td>Practice</td>
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<tr>
<td>Prof Dev</td>
<td>Promoting Equity in Testing Speaking; Controlling Factors Outside the Test Takers' Control</td>
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<td>Prof Dev</td>
<td>Publishing Your Work with the MITESOL Newsletter &amp; Journal</td>
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5 p.m. - 5:45 p.m.

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<tbody>
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<td>Advocacy &amp; Pol</td>
<td>Welcome to America! Now What* Supports For Newcomers and Their Classroom Teachers</td>
<td>Practice</td>
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<td>Prof Dev</td>
<td>Teach Abroad with the English Language Fellow Program</td>
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<td>Creating Community Connections and Promoting Equity through Skill-sharing</td>
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<td>235/240</td>
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<tr>
<td>K-12</td>
<td>Teaching Vocabulary and Content with Technology</td>
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<td>Vocabulary</td>
<td>Conf D</td>
</tr>
<tr>
<td>K-12</td>
<td>Creating a Literacy-Rich Classroom for English Learners</td>
<td>Practice</td>
<td>Reading, Vocabulary</td>
<td>260</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>Spark Up Your Writing Class</td>
<td>Practice</td>
<td>Writing</td>
<td>220</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>Supporting ESL Students' Academic, Social, and Emotional Needs Through Award Winning ESL Programming</td>
<td>Practice</td>
<td>Equity, Excellence</td>
<td>Conf A</td>
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6 p.m. - 6:45 p.m.

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<tr>
<td>K-12</td>
<td>INVITED SPEAKER: Jennifer Paul, MDE: Equity for English Learners in Statewide Assessments</td>
<td>Practice</td>
<td>Assessment, Equity</td>
<td>Conf A &amp; B</td>
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<tr>
<td>K-12</td>
<td>Getting to YES: Advocacy Strategies Leading to Development of an ESL Program at Pontiac High School</td>
<td>Advocacy</td>
<td>Equity, Excellence</td>
<td>170</td>
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<tr>
<td>Post-Secondary</td>
<td>Let Learning Outcomes Do the Heavy Lifting</td>
<td>Curriculum/Material Design</td>
<td>Assessment</td>
<td>235/240</td>
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<tr>
<td>Post-Secondary</td>
<td>Going Beyond Words: A New IDEA for Teaching Academic Vocabulary</td>
<td>Practice</td>
<td>Grammar, Vocabulary</td>
<td>Conf D</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>Counseling the Failing Student</td>
<td>Advocacy</td>
<td>Equity, Excellence</td>
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</tr>
<tr>
<td>Prof Dev</td>
<td>Promoting Equity in a Speaking Test: Face-to-Face vs. Recorded Delivery</td>
<td>Research</td>
<td>Assessment, Speaking</td>
<td>Conf C</td>
</tr>
</tbody>
</table>

7 p.m.

Conference Rooms A - D

Welcome Address: Dr. Wanda Cook-Robinson, Oakland Schools
Keynote Speaker: Dr. Mary Schleppegrell, University of Michigan
MITESOL Reception Immediately Following
## Sessions At-A-Glance: Saturday, October 21, 2017

### 8 a.m. - 9:30 a.m.

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<td>Prof Dev</td>
<td>Essential Instructional Practices for English Learners</td>
<td>Practice</td>
<td>Reading, Speaking</td>
<td>Conf C</td>
</tr>
<tr>
<td>K-12</td>
<td>Classroom Instruction That Works with ELLs</td>
<td>Practice</td>
<td>Excellence, Speaking</td>
<td>235/240</td>
</tr>
<tr>
<td>K-12</td>
<td>Parental Engagement and Achievement with English Learner Families: Coming Together</td>
<td>Advocacy</td>
<td>Equity, Excellence</td>
<td>170</td>
</tr>
<tr>
<td>K-12</td>
<td>Helping Newcomers Succeed: Effective Literacy Strategies for Promoting Equity and Excellence</td>
<td>Curriculum/Material Design</td>
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<td>Conf D</td>
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### 8 a.m. - 8:45 a.m.

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<tbody>
<tr>
<td>K-12</td>
<td>Technology to Support English Learners (K-5)</td>
<td>Practice</td>
<td>Equity, Speaking</td>
<td>PC Lab</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>INVITED SPEAKER: Dr. Erin Laverick, Findlay University: Apprenticeship Learning and Other Strategies to Move Students into their Zones</td>
<td>Practice</td>
<td>Excellence</td>
<td>Conf A &amp; B</td>
</tr>
<tr>
<td>Post-Secondary</td>
<td>Cultivating Mindfulness to Create Joyful, Resilient, and Compassionate EAP Communities</td>
<td>Practice</td>
<td>Excellence</td>
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### 9 a.m. - 9:45 a.m.

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<td>K-12</td>
<td>The Parent-Student ELL Team: Resources and Ideas for English Language Learning Outside of School</td>
<td>Practice</td>
<td>Equity, Vocabulary</td>
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<tr>
<td>Post-Secondary</td>
<td>Promoting Intelligibility and Comprehensibility for Global Communication</td>
<td>Practice</td>
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<td>Post-Secondary</td>
<td>Fostering Student Agency with a Student-Produced Video Project</td>
<td>Curriculum/Material Design</td>
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<tr>
<td>Prof Dev</td>
<td>MITESOL: Who We Are, What We Do, &amp; How You Can Get Involved</td>
<td>Teacher Education</td>
<td>Excellence</td>
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### 9:45 a.m. - 10:15 a.m.

Main Atrium
Snacks & Exhibitors

### 10:15 a.m. - 10:45 a.m.

Special Interest Group (SIG) Meetings

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<td>Adult Education</td>
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<td>Advocacy &amp; Policy</td>
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<td>Computer-Assisted Language Learning (CALL)</td>
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<tr>
<td>EXHIBITOR</td>
<td>Five things to consider for effective translation</td>
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<tr>
<td>Adult Ed</td>
<td>POSTER: From silence to story: An autobiographical ESL course for seniors</td>
<td>Curriculum/Material Design</td>
<td>Writing</td>
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<td>Advocacy &amp; Policy</td>
<td>EL Advocacy Strategies and TESOL Policy Updates</td>
<td>Advocacy</td>
<td>Equity</td>
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<td>K-12</td>
<td>Supporting Diverse Learners in Mathematics: Grades 6-8 &amp; Algebra</td>
<td>Curriculum/Material Design</td>
<td>Equity, Vocabulary</td>
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<td>K-12</td>
<td>Just Like Fire: Equity + Opportunity Sparks EL Success</td>
<td>Practice</td>
<td>Equity, Excellence</td>
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<td>K-12</td>
<td>Two views on reading: M-STEP and WIDA, and what they mean for 3rd grade ELLs</td>
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<td>POSTER: The Influence of Telecommunication in Language Development Through Skype in the Classroom</td>
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<td>Finding meaning in playing a part: Academic English and the performing arts</td>
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<td>POSTER: A Comparative Study of Different Types of Assessments in EFL Writing</td>
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<td>POSTER: The Use of FD to Promote Culturally Responsive Teaching of English Learners</td>
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<td>12 p.m. - 1 p.m.</td>
<td>Main Atrium (line) &amp; Conference A - D (seating) Lunch</td>
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<td>1 p.m. - 2 p.m.</td>
<td>Conference A - D Plenary Speaker: Dr. Holly Hansen-Thomas, Texas Woman's University</td>
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<td>Formative Assessment for ELs</td>
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<td>K-12</td>
<td>Increasing Comprehensibility for ELs for Content Area Reading</td>
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<td>Cooking Your Way into English Excellence</td>
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<td>Ensuring Equity for ELLs with Disabilities</td>
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<td>K-12</td>
<td>Leveraging Rich Math Tasks for English Learners</td>
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<td>Post-Secondary</td>
<td>&quot;Can I come in?&quot;: Office Hour Discourse and Pragmatics</td>
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<td>Promoting Equity while Exploring Identity with Beginner Adult ESL Learners</td>
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<td>K-12</td>
<td>INVITED SPEAKER: Dr. Shereen Tabrizi, MDE: Equity for English Learners with Disabilities</td>
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<td>K-12</td>
<td>The Value and Benefits of Mindfulness for English Learners</td>
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<td>Post-Secondary</td>
<td>&quot;Put my Ideas on the Paper:&quot; Effects of a Bridge Program on L2 Student Development</td>
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<td>Teaching Vocabulary and Integrated Skills through the use of Biography</td>
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<td>4:15 p.m. - 4:45 p.m.</td>
<td>Main Atrium Snacks, Exhibitors, &amp; Drawing</td>
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What is an ‘unconference’ session?

The unconference format creates space for peer-to-peer learning, collaboration and creativity. It is an alternate to the formal conference presentation.

To convene a session:

1. Prior to 11 a.m. on Saturday, October 21
   - Look for the UNCONFERENCE posters outside of rooms: 245, 250, 265, and the PC Lab
   - Write your name and a topic you would like to discuss with your colleagues during the unconference session

2. To facilitate an unconference session at 11 a.m. you will do one or more of the following
   - Lead an informal discussion of a hot topic in the field of English learning
   - Pose a question to the group
   - Show a demo of a teaching technique and ask for feedback

3. Tips for facilitating an unconference session
   - Be brave!
   - Be the shepherd; allow others to take turns leading.
   - Don’t worry about filling the time; go with the flow.

For more about unconferencing visit: http://tinyurl.com/MITESOLunconference
Friday, October 20, 2017

8:30 a.m.—3 p.m.
K-12 Pre-conference Institute (separate registration)

3—8 p.m.
Registration & Exhibitors

3—5 p.m.
LIGHT SNACKS
Served in the Atrium on the 1st floor

Concurrent Sessions
4—5:30 p.m.

Difference or Disorder? Tools for Team Decision-Making
Presenter(s): Kallee Iverson, Walled Lake Consolidated Schools, Diane Katakowski, Oakland Schools, Susan Koceski, Oakland Schools, Christin Silagy, Troy Schools, & Steve Whitmore, Oakland Schools
SIG: K-12
Room: Conf C

Are you part of a school team that supports English Learners struggling in school? Do you have a role in special education evaluations of English Learners suspected of a disability? Come learn about tools developed in Oakland County schools to facilitate high-quality supports and problem-solving for English Learners struggling to meet the social and academic demands of school. This panel discussion will highlight two guidance documents, Effective Interpretation Process for English Learners and Their Families, and Big Ideas When Considering a Special Education Evaluation of a Student Learning English as a Second Language, and then share examples of local district protocols for implementing the guidance. Success stories will be shared to illustrate how utilizing an evidence-based district protocol to identify disabilities promotes excellence and equity for English Learners.

4—4:45 p.m.

Tech Tools for Listening and Speaking Tasks
Presenter(s): Austin Kaufmann, Michigan State University
SIG: CALL
Room: PC Lab

At this CALL-related session, the presenter will lead demonstrations on easy-to-use and pedagogically appropriate apps and software for engaging students in listening and speaking tasks. Best practices, practical considerations, and potential challenges will be discussed. Bring a phone, tablet, or laptop to make the most of this hands-on session.

Community Programs: Immigrants and Refugees
Presenter(s): Wisam Brikho, Oakland Schools
SIG: K-12
Room: 265

Refugee children and adolescents who are integrated into national school systems build lasting friendships with local children, learn languages, and develop vital skills they need to sustain themselves and their families. For refugee children, school can be a safe place where they can learn and play—basic necessities for any child growing up, but especially important for those that have been torn from their homes and seen the horrors of war. The presenter will share the history, trends, issues, needs, services, and opportunities for Immigrants and Refugees and will allow time for questions and answers.
4—4:45 p.m.

Keys to Drafting and Analyzing Excellent Writing Prompts
Presenter(s): Carol Arnold, Michigan State University & Jennifer Majorana, Saginaw Valley State University
SIG: Post-Secondary Room: Conf A

Timed writing is ubiquitous and necessary in ESL writing classroom assessment, and the quality of student writing is often linked to the quality of the prompt. Attendees will practice writing quality prompts and learn how to train students to analyze prompts, leading to a better timed writing experience for all.

“If I Don’t Speak, I Won’t Make Mistakes”: Getting the Quiet Students to Talk in the ESL Classroom
Presenter(s): Lisa Wooning, ELS Language Centers
SIG: Post-Secondary Room: 235/240

In every ESL classroom, there are those really quiet students on one end and the really talkative students on the other end of the participation spectrum. How can we help to equalize participation and get our quiet students talking? In this session, attendees will learn why quiet students don’t participate, what teachers do inadvertently to make them even quieter, and strategies for getting all students to participate equally.

Publishing Your Work with the MITESOL Newsletter & Journal
Presenter(s): Jennifer Musser, Eastern Michigan University, Kay Losey, Grand Valley State University, Clarissa Codrington, Henry Ford Community College, & Dan Brown, Grand Valley State University
SIG: Professional Development Room: Conf D

Do you have innovative materials or helpful teaching tips to share? Have you been conducting classroom-based research or working on a TESOL-related article? Are you a student or new teacher looking for professional development? MITESOL believes educators across Michigan all have a wealth of excellent ideas to share. Our two publications would love your contributions, and this workshop will help you transform your ideas into publication material.

Promoting Equity in Testing Speaking: Controlling Factors Outside the Test Takers’ Control
Presenter(s): Ildiko Porter-Szucs, Eastern Michigan University, Cynthia Macknish, Eastern Michigan University, & Barry DeCicco, Nissan Technical Center, North America
SIG: Professional Development Room: Conf B

ESL teachers, TESOL professors, assessment coordinators, and administrators are invited to explore various factors that are outside ESL students’ control yet may influence the students’ success on speaking tests. The presenters will offer concrete solutions to mitigate the potential negative impact of these factors to promote equity.

5—5:45 p.m.

Teach Abroad with the English Language Fellow Program
Presenter(s): Steven Taillard, The U.S. Department of State English Language Fellow Program
SIG: Professional Development Room: 170

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.
Creating Community Connections and Promoting Equity through Skill-Sharing  
Presenter(s): Trisha Dowling, Washtenaw Community College & Jennifer Musser, Eastern Michigan University  
SIG: Adult Education  
Room: 235/240  
As an ESL student, the learning process may feel very one-sided; the teacher is the source of information and students are recipients. Through skill-sharing, students learn and practice language while teaching short lessons on their area of expertise. This not only builds their linguistic confidence but also brings them closer to the community and promotes equity among cultures.

Teaching Vocabulary and Content with Technology  
Presenter(s): Valerie Weeks, Bloomfield Hills Schools & Jennifer Ostheimer, Bloomfield Hills Schools  
SIG: K-12  
Room: Conf D  
Teachers will view resources and techniques to teach and reinforce vocabulary utilizing technology in a variety of ways. The presentation will include, but is not limited to, using Google Slides, Google Docs, Vocabulary Spelling City, Kahoot!, Post It Plus, and Osmo with students to promote learning.

Welcome to America! Now What? Supports For Newcomers and Their Classroom Teachers  
Presenter(s): Nancy Goldstein, West Bloomfield Schools, Jennifer Frankowiak, West Bloomfield Schools, & Dana Finneran, West Bloomfield Schools  
SIG: Advocacy & Policy  
Room: Conf B  
The West Bloomfield School District provides a successful Newcomer Center. Teachers from the district will share background information about the Newcomer Center, the programs offered, and the students served. Supports for both the students and their teachers will be described in detail. There will be time for questions and discussion about serving Newcomer English Learners.

Spark Up Your Writing Class  
Presenter(s): Jolene Jaquays, University of Michigan (Flint), Diane Deacon, Saginaw Valley State University, & Sara Okello  
SIG: Post-Secondary  
Room: 250  
Writing classes in higher education typically require students to master the five-paragraph essay. Attendees will leave with a variety of tested and authentic writing assignments that can be immediately implemented in their classrooms.

Supporting ESL Students’ Academic, Social, and Emotional Needs Through Award Winning ESL Programming  
Presenter(s): Andrew Domzalski, Madonna University, Hadeel Betti, Madonna University, & Boguslawa Gatarek, Madonna University  
SIG: Post-Secondary  
Room: Conf A  
Presenters will discuss theoretical frameworks, connectionist and socio-cultural, as well as pedagogical and sociological benefits of ESL programming on students’ language development, campus acculturation, and overall academic success. Examples will be shared to demonstrate the mutual benefits of various campus partnerships on international students and domestic students alike.

Creating a Literacy-Rich Classroom for English Learners  
Presenter(s): Christina Rick, Troy Schools & Julie Stebbins, Troy Schools  
SIG: K-12  
Room: 265  
Students who read more develop stronger reading skills, but English learners often struggle in reading and develop a negative attitude toward it. In this session we will discuss how to create a literacy-rich environment for middle and high school English learners so that they increase reading stamina, fluency, and joy. Daily agendas, student examples, ideas for showing growth, and possible assessments will be shared.
INVITED SPEAKER: Jennifer Paul, Michigan Department of Education

Equity for English Learners in Statewide Assessments
SIG: K-12
Rooms: Conf A & B

How fair are Michigan’s state assessments? Do they meet the needs of all English learners (ELs)? Do they meet the needs of all ELs with disabilities? Why can’t more supports be provided for all of these students? This presentation will showcase how Michigan’s assessments have improved with regards to fairness, equity, and access to test content for ELs in recent years. A review of the performance levels of students who use certain assessment supports on the state’s content assessments will be presented. Exciting future assessment enhancements will be discussed as well as national trends in increasing access for ELs on state assessments.

Getting to YES: Advocacy Strategies Leading to Development of an ESL Program at Pontiac High School
Presenter(s): Sandra Hagman, Intercultural Training Associates, Inc. & Sonia Nieske, Pontiac Schools
SIG: K=12
Room: 170

This presentation describes implementation of an intensive high school ESL program mentored by ESL specialists partnering with Pontiac School District central office administrators, building leaders, and collaborating with PHS teachers and bilingual tutors. The presenters will explain their use of data, legal references, networking efforts, supporting documents, and professional learning.

Let Learning Outcomes Do the Heavy Lifting
Presenter(s): Terri Bieszka, CELCIS & Eva Copija, CELCIS
SIG: Post-Secondary
Room: 235/240

Your program may have exit criteria and course goals. But how do you know if those goals have been met? The answer lies in specific and measurable learning outcomes. This informative presentation will focus on how to draft effective learning outcomes and how to use them creatively and purposefully.

Going Beyond Words: A New IDEA for Teaching Academic Vocabulary
Presenter(s): Wendy Wang, Eastern Michigan University, Kay Stremler, Eastern Michigan University, Susan Ruellan, Eastern Michigan University, & Patricia Ribeiro, Eastern Michigan University
SIG: Post-Secondary
Room: Conf D

Teaching academic vocabulary involves more than teaching individual words. Recognizing the formulaic nature of language and drawing from research on lexical teaching and learning, this presentation discusses how to incorporate academic vocabulary instruction into language skills-based courses and introduces a new IDEA for teaching academic vocabulary using corpus-based lexical e-tools.

Counseling the Failing Student
Presenter(s): Ashlie Grimwade, ELS Language Centers
SIG: Post-Secondary
Room: 250

How do you offer assistance to students who are failing or might fail in their IEP? Are you keeping track of these students and their weaknesses? This presentation will highlight some examples that the creator has used to help counsel the failing student.
Promoting Equity in a Speaking Test: 
Face-to-Face vs. Recorded Delivery 
Presenter(s): Ildiko Porter-Szucs, Eastern Michigan University, Cynthia Macknish, Eastern Michigan University, & Barry DeCicco, Nissan Technical Center, North America 
SIG: Professional Development Room: Conf C

Teachers, researchers, test developers, and administrators are invited to discover how the delivery mode of a speaking test (face-to-face vs. recorded) influenced test takers' scores in a study comparing the two. Results showed that test scores were impacted by factors other than test takers' proficiency or preference for face-to-face delivery.

KEYNOTE SPEAKER: Dr. Mary Schleppegrell, University of Michigan

Teaching Language to Support Learning Across Subject Areas

ESL teachers are currently being asked to take on new roles in education at all levels as we work with students who are no longer beginners, but who still need robust support for developing the levels of academic language needed for success in school subjects. This work extends over several years for learners, and brings new challenges for teachers. In this talk I will show how primary, secondary, and tertiary level teachers can support intermediate and advanced students in learning English by focusing on how knowledge is presented in different subjects. Using tools from functional linguistics, I will illustrate how teachers can talk about language and meaning in science, history, and other subjects to support their students in developing and displaying knowledge of both language and content.
CALL FOR SUBMISSIONS!

MITESOL aims to help TESOL educators in Michigan spread their ideas and open dialogues. In fact, did you know that we have not one but two different publications that would love your contributions? Check out which one is appropriate for your work, and submit today!

What are you working on?

Research-supported work:
- Research paper
- Article on issues in TESOL
- Research-based teaching techniques
- Review of book/material published within the last 3 years

Experience-based work:
- Research project, event, cultural experience
- Essay on current topics, issues & trends
- Classroom innovations, lesson plans & teaching tips
- Review of book/material

MITESOL Journal
Next Submission Deadline: Ongoing

General Criteria:
Length - max 5000~7000 words (varies)
References - required
Style - formal, APA

MITESOL Messages
Next Submission Deadline: January 15, 2018

General Criteria:
Length - max 1500 words
References - optional
Style - less formal but well-organized

Want more information?
Contact our journal co-editors:
Kay M. Losey - loseyk@gsu.edu
Christen M. Pearson - pearsonc@gsu.edu
Dan Brown - brownda1@gsu.edu
Dawn Evans (submissions editor) - evansda@gsu.edu

Check out www.mitesol.org/MITESOL-Messages.
Contact our newsletter co-editors:
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CaMLA is currently commissioning test items for five international testing programs. The programs are: ECCE, ECPE, MELAB, MET, and a new product aimed at EFL learners in the 11–15 age range.

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• English language proficiency at the C2 level of the CEFR

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• Writers are always given the opportunity to revise or replace a rejected item.

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3. If your SID meets our standard we will offer you an assignment at the next available opportunity.

A description of CEFR levels can be found: CambridgeMichigan.org/exams/general/cefr

Sample test items for each program can be viewed on our website.
Saturday, October 21, 2017

7:30 a.m.—9 a.m.
LIGHT BREAKFAST, COFFEE & TEA
Served in the Atrium on the 1st floor

8 a.m.—9:30 a.m.

Essential Instructional Practices for English Learners
Presenter(s): Shereen Tabrizi, Michigan Department of Education & Suzy Khoury, Michigan Department of Education
SIG: Professional Development Room: Conf C
A team of trainers from the Michigan Department of Education created culturally and linguistically responsive early literacy practices for ELs that align with the Essential Instructional Practices developed by GELN. The practices accelerate language proficiency in Prek–3 grades. Presenters will engage the audience in applying the practices and discuss implementation across all classrooms. Come and learn 20 student-centered practices and 35 literacy supports.

Classroom Instruction That Works with ELLs
Presenter(s): Ben Cronkright, McREL International
SIG: K–12 Room: 235/240
Classroom Instruction That Works with English Language Learners views the nine categories of research-based instructional strategies first identified in Classroom Instruction that Works (Marzano, Pickering, & Pollock, 2001) through a filter of five stages of language acquisition. We will review the strategies and engage participants with hands-on learning.

Parental Engagement and Achievement with English Learner Families: Coming Together
Presenter(s): Peggy Barker, Pontiac Schools & Sonia Nieske, Pontiac Schools
SIG: K–12 Room: 170
English Learners (ELs) are increasing in our schools, yet many schools struggle with engaging parents. The success of ELs in schools is woven into language, culture, and family dynamics. This workshop explains some steps to connect with English Learner families and enrich EL's education to the highest potential and to help ESL teachers be the best possible liaisons between mainstream staff and EL families to make these relationships happen.

Helping Newcomers Succeed: Effective Literacy Strategies for Promoting Equity and Excellence
Presenter(s): Zuzana Tomas, Eastern Michigan University, Jenna Bollinger, Eastern Michigan University, Puja Mullins, Lincoln Consolidated Schools, Fernanda Da Silva Carvalho, & Kate Sadeghpour, Eastern Michigan University
SIG: K–12 Room: Conf D

8 a.m.—8:45 a.m.

Cultivating Mindfulness to Create Joyful, Resilient, and Compassionate EAP Communities
Presenter(s): Katherine Weyant, University of Michigan (ELI), Trisha Dowling, Washtenaw Community College, & Allison Piippo, Eastern Michigan University
SIG: Post-Secondary Room: 250
While striving for excellence in higher education settings is certainly commendable, it may unfortunately lead to feelings of stress, anxiety, or even burnout. Presenters will describe and share specific mindfulness activities and techniques used in EAP settings that were found to reduce student (and teacher!) anxiety, cultivate a joyful classroom environment, and result in a resilient, compassionate learning community.

Technology to Support English Learners (K–5)
Presenter(s): Denyaz Farhat, Plymouth-Canton Schools
SIG: K–12 Room: PC Lab
This session will explore how to maximize technology use to support and expand English Learner’s access and participation in the classroom. The focus will be on how to utilize existing technology tools, programs and apps to meet the needs of diverse learners.
INVITED SPEAKER: Dr. Erin Knoche Laverick, Findlay University

Apprentice Learning and Other Strategies to Move Students into their Zones
SIG: Post-Secondary
Rooms: Conf A & B

Like many students, who are new to the academy, English language learners (ELLs) often struggle to obtain proficiency in their academic reading and writing skills. Indeed, the gap between their actual language skills and those required in order to be successful in a content classroom can often be wide and vast.

Therefore, scaffolding, which are temporary frameworks of support that are removed as the learner advances in his/her literacy development, are of the utmost importance for ELLs as they advance through their university studies.

Indeed, best practices call for scaffolding strategies to be used in the writing classroom. For example, modeling and task-based learning through the completion of graphic organizers and even multimodal compositions are often used in many second language-writing classrooms to assist students through their zones of proximal development.

Using Vygotsky’s (1978) zone of proximal development as a theoretical framework, I will introduce audience members to a variety of strategies and activities they can use in their classrooms in order to effectively scaffold for ELLs and best assist them in becoming independent academic readers and writers.

The Parent-Student ELL Team: Resources and Ideas for English Language Learning Outside of School
Presenter(s): Marla Metler, Ann Arbor Public Schools
SIG: K-12
Room: 265

The amount of English support at home can vary for English Language Learners in grades K-12. Parents may be beginners or at an intermediate level of English language proficiency themselves and may not be able to fully help with their child’s English language development at home. In this session, you will learn about how parents and ELL students can work together and use resources and other ideas to strengthen their English language proficiency.
Promoting Intelligibility and Comprehensibility for Global Communication
Presenter(s): Heather Yoder, Eastern Michigan University, Cong Li, Eastern Michigan University, & Wendy Wang, Eastern Michigan University
SIG: Post-Secondary                    Room: Conf A

Even advanced ELLs may struggle to communicate effectively with a wide variety of English speakers. This presentation explores ways of using learner and regional accents as a resource to help ELLs develop their inter-speech and empower them with communication strategies to promote intelligibility and comprehensibility when engaging in global communication.

Fostering Student Agency with a Student-Produced Video Project
Presenter(s): Tudy Boldin, CELCIS, Western Michigan University
SIG: Post-Secondary                    Room: 250

This session explores using integrated skills and technology to produce student agency. During the session, two student-produced video projects will be shown. This presentation will detail all the steps that the students needed to complete their projects, including organizing interviews, filming using smartphones, and the editing process.

MITESOL: Who We Are, What We Do, & How You Can Get Involved
Presenter(s): Colleen Brice, Grand Valley State University
SIG: Professional Development            Room: Conf B

Who/what is MITESOL? And what exactly do we do? Directed at first-time conference-attendees and veteran members alike, this session will provide an overview of MITESOL's purpose, governance, and major activities, explaining not only what we offer but also how you can become more involved.
9:45 a.m.—10:15 a.m.

**SNACKS & EXHIBITORS**
Snacks served in the atrium on the 1st floor

10:15 a.m.—10:45 a.m.

**SIG MEETINGS**

Adult Education, Conference Room D
This session will cover current issues in the field of Adult Education including legislation, resources, and current events. Participants will have time to interact and learn from one another regarding successful practices and will come away from the workshop with ideas to implement at their own site.

Advocacy & Policy, Conference Room B
In this meeting, a guided discussion will be held on the following topic: How to advocate for ELs and educators at the local and state level. Resources in digital format concerning the meeting topic will be shared, as well as a call and commitment to EL advocacy within MITESOL.

Computer-Assisted Language Learning (CALL), PC Lab
This session will review the current situation of the Computer Assisted Language Learning (CALL) SIG, take a look forward at our goals for the coming year, and address the following question: How does the theme of “Promoting Equity and Excellence” connect to research, best practices, assessment, and professional development within the CALL SIG? Any remaining time will be spent sharing successful practices and useful software and applications.

K-12, Conference Room A
A panel of ESL teachers and district coordinators will discuss high-impact topics and answer questions regarding the new 3rd-grade reading law and its impact on ELs, tracking FELs, getting general education teachers to better support ELs, and how to effectively involve parents. A time for questions will be offered.

Post-Secondary, Conference Room C
In this session we discuss issues of equity and excellence relevant to our post-secondary institutions. The SIG leader will first review some issues in the current literature and then provide opportunities for groups to discuss the implications. Experiences will be shared and suggestions for continuing the discussions will be elicited.

Professional Development, 170
While professional development investment dollars drop, the need for ESL teachers to grow professionally grows. Professional learning communities respond to this reality. In this SIG meeting participants will explore and discuss the best way to architect, build, and maintain an online PLC.
Going, going, gone?

April is Earth Month. Easy English NEWS’ first article every April is about the earth and how we can care for it.

How many dinosaurs* have you seen lately?

Now? That’s because dinosaurs have been extinct* for 65 million years. A catastrophic* event wiped them out. It wiped out 70% of all other animals alive at that time, too.

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Finding a place to live
Renting an apartment

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We are all connected
Without these species, humans will be in danger, too! Each species is connected to a whole web* of other species.

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11:00 a.m.—11:45 a.m.

Five Things to Consider for Effective Translation
Presenter(s): Peter Argondizzo, Argo Translation

The presentation will cover the five most important topics to maximize your translation budget and reduce the time required to better engage with your LEP students and families.

EL Advocacy Strategies and TESOL Policy Updates
Presenter(s): Sharon Umlor, Grand Rapids Community College & Jennifer Musser, Eastern Michigan University

Speak for yourself...and on behalf of others! Advocacy for English learners and educators has never been so important as now in our rapidly changing social and political climate. Join this session to receive a rundown of current federal policies advocated for at the 2017 TESOL Advocacy and Policy Summit held in our nation’s capital. Strategies on how advocate at the local, state and federal level will also be shared.

Supporting Diverse Learners in Mathematics: Grades 6-8 and Algebra
Presenter(s): Dayna Britton, South Lyon Community Schools, Sarah Huck, Bloomfield Hills Schools, & Julia Giacoma, Royal Oak Schools

Are you looking for new ways to support English Learners in the area of middle school mathematics and Algebra? Presenters will share a robust resource of differentiated supports intended to make math curriculum more accessible to ELs. Supports are also appropriate for other types of diverse learners who struggle with the academic language of math. Participants will have full access to all materials free of charge.

Just Like Fire: Equity + Opportunity Sparks EL Success
Presenter(s): Casey Gordon, Kent ISD

Achievement gap or opportunity gap? EL achievement in Math and Science depends on opportunity and equitable teaching of skills for EL and Newcomer students. This session will focus on instructional tips and tricks as well as critical questions to spark equity within Math and Science classrooms for EL students.

Two Views on Reading: M-STEP and WIDA, and What They Mean for 3rd Grade ELLs
Presenter(s): Paula Winke, Michigan State University & Xiaowan Zhang, Michigan State University

We see how the reading retention law in Michigan will affect our ELL population. Using 2016 data, we show the relationship between 3rd-grade ELLs’ reading tests: the WIDA and M-STEP. We show results from 8,323 3rd grade ELLs, and show the tests provide different information; yet one fulfills the law.

From Silence to Story: An Autobiographical ESL Course for Seniors
Presenter(s): Fernanda Da Silva Carvalho, Eastern Michigan University & Pamela Bogart, University of Michigan

Teaching ESL to seniors is more than teaching “survival English.” It involves giving learners a voice in a society where their past seems to be erased by limited English proficiency. This poster illustrates an autobiography-based community ESL course aiming to give learners opportunities to share their stories beyond the classroom. (Poster Presentation)

A Comparative Study of Different Types of Assessments in EFL Writing
Presenter(s): Cong Li, Eastern Michigan University

This study was conducted to compare the performance of different types of assessments in error locating and in scoring in an EFL writing context. The presenter will show the results of the comparisons, identify the possible reasons and provide possible ways for teachers to assess writing excellently. (Poster Presentation)

Finding Meaning in Playing a Part: Academic English and the Performing Arts
Presenter(s): Carmela Romano Gillette, University of Michigan & Deric McNish, Michigan State University

While students in IEP/EAP settings often study language, their opportunities for contextualized use of the language can be rare. Two university instructors from different disciplines, TESOL and Theatre, designed a course meant to provide students with access to cultural aspects of language in a performing arts content class. Students watched TV shows and plays, performed scenes, wrote scripts and worked with American students in meaningful ways.
The Influence of Telecommunication in Language Development Through Skype in the Classroom
Presenter(s): Dalia Omar, Global Educational Excellence
SIG: K-12 2nd Floor Atrium

Online telecommunication programs like Skype has taken language learning to another level. It is basically taking language learning outside the classroom and connect it with the outside world. The switch in education from pen and paper to a digital component is one of the 21st century’s features. With the development of technology, telecommunication became an important tool to enhance learners’ language skills. (Poster Presentation)

The Use of PD to Promote CulturallyResponsive Teaching of English Learners
Presenter(s): Christina Kozlowski, Warren Consolidated Schools
SIG: Professional Development 2nd Floor Atrium

The research study focuses on effective PD and teachers’ awareness of culturally responsive teaching for ELs. The case study includes 30 teacher participants, and instructors, and the project director. The study argues that in order for PD to create sustained change it must include deeper conceptual understanding along with pedagogical knowledge. (Poster Presentation)

UNCONFERENCE SESSIONS
Rooms: 245, 250, 265, PC Lab
(see pg. 14 for more information)

12 p.m.—1 p.m. LUNCH
Grab your lunch from the selections in the atrium on the 1st floor and head back to conference rooms A—D to enjoy lunching and networking with your colleagues.

1 p.m.—2 p.m.
Conference Rooms A—D

PLENARY SPEAKER: Dr. Holly Hansen-Thomas, Texas Woman’s University

Equitable strategies to promote excellence: Using discourse, language functions, and language awareness for learning content, language, and literacy

In this session, participants will learn about the concept of functional language awareness and how it can be used to promote equity and excellence for English Learners in content area classes, with a specific emphasis on linguistic strategies that can be used to facilitate language and literacy development.
2:15 p.m.—3:45 p.m.

**Formative Assessment for ELs**
Presenter(s): Lisa Lockhart, Bloomfield Hills Schools & Lindsay Novara, Farmington Schools
SIG: K-12 Room: Conf C

Formative Assessment - how can this educational hot topic be used effectively with your language learners? This session will explore the components of formative assessment, specifically the use of feedback, learning intentions and success criteria to move learning forward. Participants will actively participate by analyzing a language sample to create learning objectives.

**Increasing Comprehensibility for ELs for Content Area Reading**
Presenter(s): Karen Morrison, Clarenceville Schools & Jeanine Clever, Farmington Schools
SIG: K-12 Room: Conf D

"Teach the Text Backwards" is a practical strategy which increases comprehensibility for ESOL students reading content area texts. Presenters will share this non-traditional framework and provide participants the opportunity to create their own plan for "Teach the Text Backwards". Participants will learn how this framework supports English Learners with content reading and aids students who are less skilled readers.

2:15 p.m.—3 p.m.

**Cooking Your Way into English Excellence**
Presenter(s): Jenna Bollinger, Eastern Michigan University, Marlene Beck, Eastern Michigan University, & Josie Pickens, Eastern Michigan University
SIG: Adult Education Room: Conf A

This session explores the importance of using real-life, contextualized language skills within the English Language Learner (ELL) classroom, specifically daily life tasks and routines. The presenters describe an MA TESOL curriculum project designed to utilize real-life based content and activities, and share the corresponding co-developed lesson plans and materials.

**Ensuring Equity for ELLs with Disabilities**
Presenter(s): Renee Saultier, Cambridge Michigan Language Assessments & Natalie Nordby Chen, Questar Assessments
SIG: Advocacy & Policy Room: Conf B

This presentation explores the political history, challenges, and practices involved in discerning how to adapt the content, format, and administration of proficiency assessments for second language learners with various disabilities, whilst ensuring that the construct tested remains constant and the score meaning equivalent to those of the non-accommodated learner.

**Leveraging Rich Math Tasks for English Learners**
Presenter(s): Puja Mullins, Lincoln Consolidated Schools & Amanda Pringle, Lincoln Consolidated Schools
SIG: K-12 Room: 265

Teaching mathematics to English Learners (ELs) is viewed as more demanding than teaching other content areas due to the involved nature of processing text, performing calculations and creating solutions that are required for ELs to meet rigorous mathematical outcomes. The presenters share effective strategies that help strengthen mathematical proficiency while maximizing language learning for ELs.

**“Can I come in?”: Office Hour Discourse and Pragmatics**
Presenter(s): Anna Kortemeyer, Michigan State University, Karthy Nair-Brodeur, Michigan State University, & Sandra Hou, Michigan State University
SIG: Post-Secondary Room: 250

Despite the demands office hour visits place on international students, explicit instruction in office hour discourse and pragmatics is seldom covered in EAP Speaking and Listening courses. Based on current research and input from instructors, the presenters share a teaching unit designed to teach these academic speaking skills.
3:15 p.m.—4 p.m.

Promoting Equity while Exploring Identity with Beginner Adult ESL Learners
Presenter(s): Melissa Quasunella, Eastern Michigan University
SIG: Adult Education Room: 170
As language teachers, we must recognize the transnational identities of the learners in our classrooms and help them make sense of developing new identities in a new country. This presentation showcases materials specifically developed to explore identity with zero-prep activities previously used with beginner level adult learners.

The Value and Benefits of Mindfulness for English Learners
Presenter(s): Jenna Bollinger, Eastern Michigan University & Hannah Massengill, Eastern Michigan University
SIG: K-12 Room: 235/240
This session explores the importance of creating a mindful classroom environment by using coping strategies to help reduce anxiety and other mental-emotional hindrances while increasing academic and social success. The presenters describe original research and effective resources for maximizing the benefits of mindfulness in working with English learners in low-income contexts.

INVITED SPEAKER: Dr. Shereen Tabrizi, Michigan Department of Education

Equity for English Learners with Disabilities
SIG: K-12 Rooms: Conf A & B
Dr. Tabrizi will discuss key policy issues that pertain to English learners (ELs) with suspected disabilities and ELs with disabilities. She will share her recommendations for distinguishing between disabilities and sociocultural/ sociolinguistic factors that might impact student performance and behavior. She will also discuss several processes and procedures that pertain to effective interventions, evidence-based curriculum instruction and culturally responsive assessments.
3:15 p.m.—4 p.m.

“Put My Ideas on the Paper:” Effects of a Bridge Program on L2 Student Development
Presenter(s): Autumn Touchstone, University of Michigan (Flint) & Emily Feuerherm, University of Michigan (Flint)
SIG: Post-Secondary Room: 265
This presentation will assess the effects and effectiveness of a university bridge program from a student perspective. This assessment has been conducted as a way to amplify the voices of the international students who are currently participating in the program. By shedding light on the student’s perspective, we can assess the personal value, address outstanding gaps and discuss the future of university bridge programs as a whole.

Teaching Vocabulary and Integrated Skills Through the Use of Biography
Presenter(s): Joan Conway, CELCIS, Western Michigan University
SIG: Post-Secondary Room: 250
ESL teachers can use students’ natural interest in the lives of famous people to design content courses that sustain student engagement, spiral high-frequency vocabulary, and acquaint students with American history, culture, and business. Studying the lives of notables such as Thomas Edison, Oprah Winfrey, and Steve Jobs can give ELLs practice in reading, listening, writing, and speaking in an EAP, IEP, or high school.

4:15 p.m.—4:45 p.m.
1st Floor Atrium
SNACKS, EXHIBITORS, & EXHIBITOR DRAWING
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Speaker Biographies

Keynote: Mary Schleppegrell, University of Michigan
Mary Schleppegrell is a linguist and Professor of Education at the University of Michigan, Ann Arbor. Previously an elementary school teacher and an ESL teacher, she now studies the linguistic challenges of learning school subjects. Her current research with Chauncey Monte-Sano is supporting teachers in engaging middle school students in discipline-specific writing in social studies classrooms with English learners who need support for reading and writing at grade level. Her books include The Language of Schooling (Erlbaum, 2004), Developing Advanced Literacy in First and Second Languages (co-edited with Cecilia Colombi, Erlbaum, 2002,) Reading in Secondary Content Areas (with Zhihui Fang, University of Michigan Press, 2008), and Focus on Grammar and Meaning (with Luciana de Oliveira, Oxford University Press, 2015).

Plenary: Holly Hansen-Thomas, Texas Woman’s University
Holly Hansen-Thomas is Professor of ESL and Bilingual Education and has recently served as Interim Dean of the Graduate School Texas Woman’s University in Denton, TX. She is a two time Fulbright Scholar and has taught and/or worked with teachers of English Learners in Texas, New York, as well as in Costa Rica, Spain, Hungary, Germany, Norway, and Austria, among other places. Having successfully written and/or managed over 7 million dollars in federal grant funding through the National Professional Development Program through the Department of Education Office of English Language Acquisition, Dr. Hansen-Thomas has engaged in teacher training for content area teachers of ELLs for nearly 10 years. However, she has been a faithful TESOL education (and member) for over 25 years. Her research interests include ESL training for mainstream secondary level teachers; ELLs’ development of academic language in mathematics and science; language awareness; and teacher identity.

Invited: Erin Knoche Laverick, University of Findlay
Erin Knoche Laverick, Ph.D., is an associate professor at The University of Findlay. At UF, she is the director of the Intensive English Language Program and an instructor in the graduate TESOL program. Her research interests focus on second language writing pedagogies and multimodal compositions.

Invited: Shereen Tabrizi, Michigan Department of Education
Dr. Tabrizi oversees the Special Populations Programs with Michigan Department of Education. She has led committees that created the MDE Parent Engagement Toolkit, the Program Evaluation Tool, the Entrance and Exit Protocol for English Learners and Handbooks for Educaters of ELs with Suspected Disabilities. Dr. Tabrizi works closely with her team, representatives from Intermediate School Districts, Institutions of Higher Education, and Community Based Organizations to improve coordination of services to students and narrow achievement gaps. Shereen has extensive experience in the area of curriculum instruction, bilingual/special education, program development, evaluation and assessment. In her former leadership positions, she established successful research-based practices in schools including an Arabic K-5 dual-language, a K-5 world language and a balanced assessment system. Shereen has been a teacher in elementary and secondary classrooms and college, a school and central office administrator as well as program evaluator. She has developed an Arabic K-8 curriculum, instructional units using UBD, as well as bilingual formative assessments. Dr. Tabrizi presents locally and nationally, serves st the Vice President of the National Council for State Title III Directors and the Chair of the EL Committee with the National Title I Association.

Invited: Jennifer Paul, Michigan Department of Education
Jennifer Paul is the Michigan Department of Education’s English Learner and Accessibility Assessment Specialist who works to improve access to the content of Michigan’s assessments through continuous advancement of accessibility options for English learners and all special populations of students. Having begun her career in education as a middle school and high school teacher in the Jackson area and working with districts across the county at the Jackson Intermediate School District, Jen took her passion for the needs of students to MDE. During Jen’s 8 years at MDE her concern for underrepresented students and knowledge of assessment has provided her many national publication opportunities through organizations such as the Council of Chief State School Officers. She has additionally garnered external leadership opportunities across national assessment consortium such as serving as Smarter Balanced’s Assistant Director of Supports for Under-Represented Students and actively serving as a member of WIDA’s Executive Committee. Jen is currently completing her Ph.D. at Michigan State University.
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