

Sixth Annual MinneSLIFE Spring Fling Program



The 6th Annual Spring Fling Conference for
**Students with Limited or
Interrupted Formal Education
(SLIFE)**

Join us
April 21
8:30-5:15

Registration & coffee begin 7:30
Plenary 8:30-9:30
Sessions begin 9:45

MinneSLIFE

University of Minnesota, Coffman Memorial Union Building

PROGRAM

7:30 - 8:30	Coffee and Registration Third Floor, Coffman Union			
8:30 - 9:30	Opening Plenary – President’s Room <i>The Sun Has Not Touched You Yet</i> Annie Smith, <i>The Graduate School, CUNY</i>			
	President’s Room	Mississippi Room	Room 303	Room 324
9:45 - 10:45	Understanding the Growing Challenges Facing Immigrant Students Jeylani Hussein	Strengthening East African Student Achievement: A Policy Report Aara Johnson & Audrey Lensmire	Implementing the Mutually Adaptive Learning Paradigm(R) Nan Frydland	Mindsets and Pathways: SLIFE High School Graduation and Post-Secondary Pathways Aimee Fearing
11:00 - 12:00	Indigenous Education Practices for Engaging SLIFE (and Everyone Else) in Class Jill Watson	Mindfulness Training: Stress Reduction for Students and Teachers Laura Lenz	Somali for Teachers Isaac Muscanto & Abdiasis hirsi	Tell Me a Story Elsie Johnson & Karen Bradley
12:00 - 1:00	Lunch in the President’s Room			
1:00 - 2:00	SLIFE Updates from MDE Michelle Niska	Teacher Candidates and SLIFE. What We’ve Learned and Where We’re Headed Charity Calubayan, Bijan Jalali, Chen Xingdu, Anika Hodel, Tracy Bomberg	Technology Tools to Support SLIFE Students Lindsay Frankenfeld	Djibouti A Key Part of Somali Experience Abdiaziz Omar & Ellissa Cottle
2:15 - 2:45	Building Brave Spaces in Southern MN: Promoting SLIFE Student Success Through Relationships and Community Engagement Amy Young, Tonia Sanchez-Mende, Katro Mahad	Refugee Mental Health Ahmed Hassan	RISA in Science: A Method for Developing Classification Language James Bordewick	Be GLAD Awareness Presentation Michele Rasner

	President's Room	Mississippi Room	Room 303	Room 324
3:00 - 3:30	Simulating the Refugee Experience Sam Ouk	Digital Literacy, Computer Vocabulary, and English Language Learning: An Inseparable Combination Jen Vanek	SLIFE: Taking A Closer Look Chris Browder	Adult L2 Finnish Learners on Their Way Towards Emergent Literacy Taina Tammelin-Laine
3:45 - 4:15		Plenary Follow-Up Discussion Annie Smith	Schoology with SLIFE Traci Buckle	In-Service Teacher Training: Supporting Basic Skills for SLIFE Adults Taina Tammelin-Laine
4:30 - 5:00	Reaching SLIFE and Non-SLIFE Newcomer Teens in Summer Programming B. Zoe Kinney	Making Adult Literacy Multisensory Susan B. Johnson	The Power of Chunks in ELL Literacy Instruction Christine Marks & Amy Fink	They've Come to You - But Where Are They At? Rebecca Murphy & Karen Wendlandt
5:05 - 5:15	President's Room, Closing remarks Sam Ouk, <i>MinneTESOL President</i>			

Conference Sponsors:

- Department of Curriculum and Instruction, University of Minnesota
- College of Education and Human Development, University of Minnesota
- Second Language Education graduate Student Association, University of Minnesota
- ATLAS, Hamline University
- MinneTESOL Executive Board
- MinneSLIFE Standing Committee
- Elementary, Secondary, & Teacher Education Interest Sections of MinneTESOL



U of M East Bank Campus Map

Events will be held at Coffman Memorial Union (red circle)

Parking ramps are shown as green buildings (green circles represent parking facilities close to Coffman)



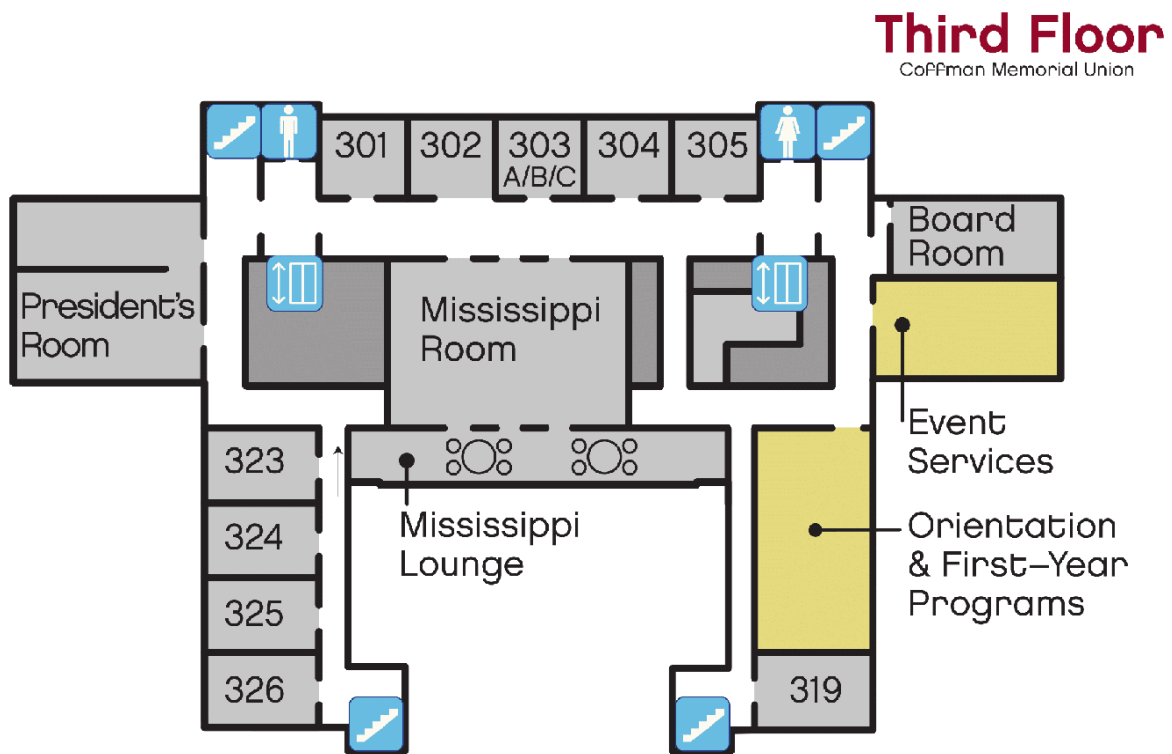
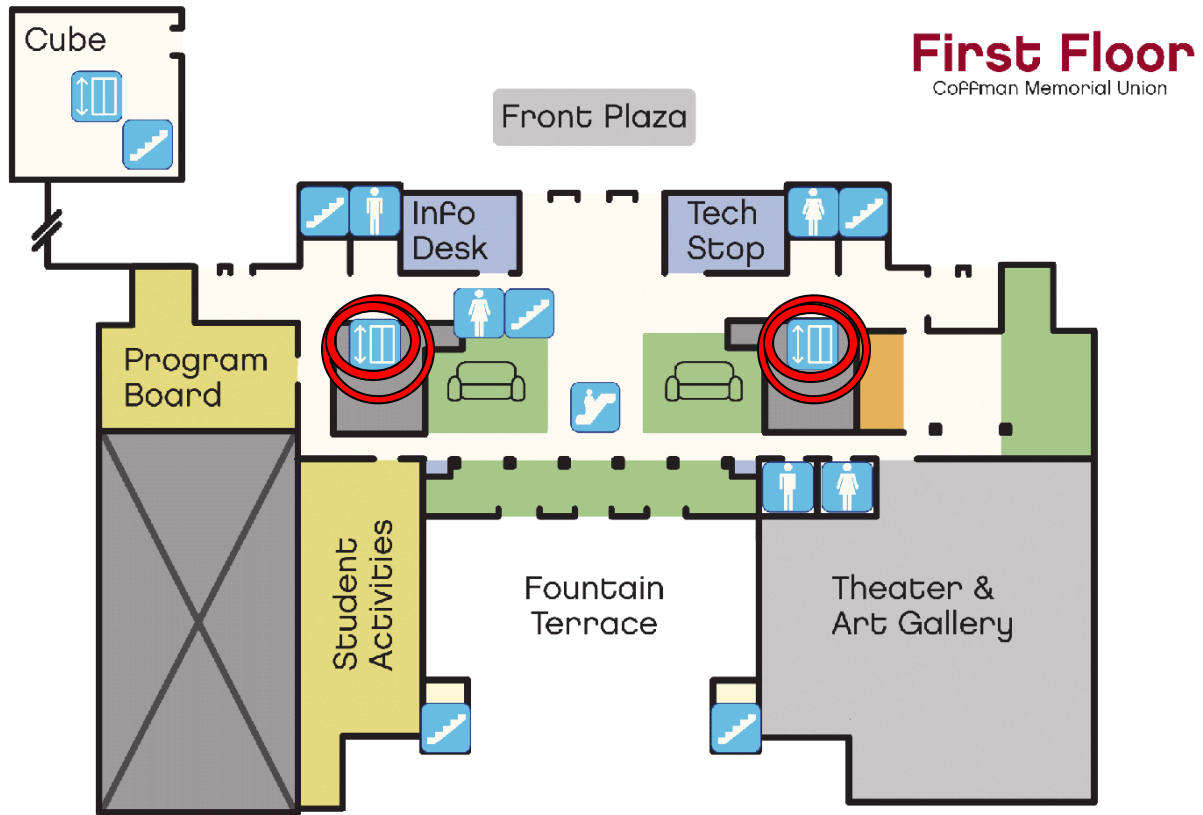
Things to Know:

- Ramp parking will be \$12 maximum
 - Some meter parking on streets may be available
- Alternatives to Driving include:
 - East Bank light rail station is a 7-minute walk to Coffman
 - Washington Ave & Coffman Union and Washington Ave SE at Coffman Union N corner are bus stops located in front of Coffman
- Bring your own water bottle to reduce waste.
- Free WiFi will be available
 - Connect to UofM-Guest by selecting it from your WiFi settings. After connecting, launch a web browser and accept the Terms of Use to use the internet



Coffman Memorial Union Map

Event will take place on the third floor of Coffman Memorial Union (elevators in red circles).



Plenary Speaker: Annie Smith

The Sun Has Not Touched You Yet

8:30-9:30, President's Room

In this presentation, I will recount my relationship with a group of refugee youth. Their experiences illustrate the ways immigrant adolescents cultivate identities that help them navigate the academic, cultural and social terrain they encounter in America. Their stories also illuminate and disrupt social assumptions of America's promise of access to freedom, dignity and literacy. The insight I gained through these relationships and work in High Schools in New York City has informed the curriculum for SLIFE which I worked to develop with colleagues for the New York State Department of Education.



Session Synopses

Session 1 9:45 - 10:45

<p>Jaylani Hussein, Executive Director of Council on American Islamic Relations of Minnesota (CAIR-MN) info@mn.cair.com</p>	<p><i>Understanding the Growing Challenges Facing Immigrant Student</i> What do English language educators need to know in order to be effective advocates and facilitators of learning? How can they amplify their students' voices and provide the tools necessary for their future success? This session will promote pathways to understanding the considerations of immigrant learners and how EL educators can best serve as a resource to them.</p>
<p>Aara Johnson & Audrey Lensmire MN Education Equity Partnership and Augsburg University ajohnson@mneep.org lensmire@augsburg.edu</p>	<p>Strengthening East African Student Achievement: A Policy Report The purpose of the policy report is to contribute to the understanding of the educational strengths and needs of our state's highly diverse Somali and East African immigrant communities, especially within K-12 student achievement. In this session, participants will receive the report and discuss strategies to strengthen East African student achievement statewide.</p>
<p>Nan Frydland Frydland & Co., LLC nanfrydland@gmail.com</p>	<p>Implementing the Mutually Adaptive Learning Paradigm(R) Many low-literacy adult students encounter cultural dissonance in formal classrooms where the priorities and expectations are unfamiliar. The presenter demonstrates how she implemented DeCapua and Marshall's Mutually Adaptive Learning Paradigm in a community center with Guatemalan day laborers and at the International Rescue Committee working with recent refugees from West Africa. Participants will create their own MALP lessons using a MALP Teachers' Checklist.</p>
<p>Aimee Fearing Wellstone International High School aimee.fearing@mpls.k12.mn.us</p>	<p>Mindsets and Pathways: SLIFE High School Graduation and Post-Secondary Pathway Wellstone International High School serves 100% English Learners in Minneapolis Public Schools. Through a 3-year program redesign, one of Wellstone's strengths rests in providing high-quality newcomer programming focused on graduation pathways and college/career preparedness. As Wellstone serves a majority of SLIFE students, an integrated approach of high social-emotional learning paired with strong academic programming yields accessible graduation pathways and opportunities for college/career development.</p>

Session 2: 11:00 - 12:00

<p>Jill Watson St. Olaf College watson2@stolaf.edu</p>	<p>Indigenous Education Practices for Engaging SLIFE (and everyone else) in Class This session presents research on traditional oral educational practices in Africa, Asia, and the Americas, and explores how such practices—including proverbs, stories, memorization, songs, projects, apprenticeship, and respect for elders--could be used to improve instruction for SLIFE. Participants will have the opportunity to share and discuss ideas for integrating oral indigenous practices in their classrooms.</p>
---	---

<p>Laura Lenz <i>EL Teacher, Kellogg Middle School, Newcomer Center, Rochester Public Schools</i> lalez@rochester.k12.mn.us</p>	<p>Mindfulness Training: Stress Reduction for Students and Teachers This session will define mindfulness and explore the research and brain science that shows its effectiveness. Mindfulness can help students with focus, stress, and emotional regulation. The session will explore my work with both students and teachers to empower them to deal with the stressors in their lives in positive ways.</p>
<p>Isaac Muscanto & Abdiasis Hirsi <i>University of Minnesota and Wellstone International High School</i> musca010@umn.edu abdiasis.hirsi@mpls.k12.mn.us</p>	<p>Somali for Teachers The emphasis of this session will be learning basic/beginning level commands that are useful in helping newcomer adult and adolescent students understand what they need to do in a classroom setting. This will be an interactive session, with opportunities to practice using Somali vocabulary.</p>
<p>Elsie Johnson & Karen Bradley <i>Eye on Literacy</i> elsie.johnson@eyeonliteracy.com</p>	<p>Tell Me a Story Storytelling is one of the most accessible teaching tools available to ESL teachers. In support of the research that has been shared on the importance of using visuals in the adult ESL literacy classroom, this interactive workshop will demonstrate the effectiveness of storytelling with the use of visuals.</p>

Session 3: 1:00 - 2:00

<p>Michelle Niska <i>Minnesota Department of Education</i> michelle.niska@state.mn.us</p>	<p>SLIFE Updates from MDE The Minnesota Department of Education would like to share updates on the topic of SLIFE. The presenter will share statistical information on SLIFE in Minnesota and newly developed learning modules and other resources available to educators.</p>
<p>Charity Calubayan, Bijan Jalali, <i>Hamline Univerity</i> ckroeker01@hamline.edu bjalali01@hamline.edu</p> <p>Chen Xingdu, Anika Hodel <i>St Olaf College</i> chen1@stolaf.edu</p> <p>Tracy Bomberg <i>University of Minnesota</i> bombe015@umn.edu</p>	<p>Teacher Candidates and SLIFE. What We've Learned and Where We're Headed A panel of teacher candidates will share their experiences on learning to work with SLIFE in a variety of settings. Their insights and observations will provide the basis for a rich discussion about the ways in which teacher education can better serve future teachers to meet the needs of SLIFE students.</p>

<p>Lindsay Frankenfield <i>EL Instructional Specialist, South Dakota Statewide Title III Consortium</i> lindsay.frankenfeld@k12.sd.us</p>	<p>Technology Tools to Support SLIFE Students I will demonstrate technology tools, specifically geared for SLIFE, that provide scaffolding, help students build background knowledge, and offer opportunities for meaningful interactions. Explore some fun ways to practice, apply, review, and assess content and language. Applications include Nearpod, Readworks, Vimeo, Quill, Flocabulary, and Scratch Jr.</p>
<p>Abdiaziz Omar & Ellissa Cottle <i>Red Sea Shares</i> benmoktar77@gmail.com</p>	<p>Djibouti A Key Part of Somali Experience The Republic of Djibouti, a small country just north of Somalia, is a traditional homeland of Somalis that was made a separate country by colonial powers. 70% of the Djibouti population is Somali, including those living in the refugee camps Ali Addeh and Hol Holl--many Somali residents in Minnesota come from these camps. This presentation shares information helpful for teachers on Somali experience in Djibouti, whose capital city, Djibouti City, is a sister city of St. Paul.</p>

Session 4: 2:15 - 2:45

<p>Anna Young, Tonia Sanchez-Mendez, & Katro Mahad</p>	<p>Building Brave Spaces in Southern MN: Promoting SLIFE Student Success through Relationships and Community Engagement This presentation will tell the stories of how educators, students and community work together to foster positive outcomes for SLIFE.</p>
<p>Ahmed Hassan <i>Psychotherapist at Summit Guidance Counseling</i></p>	<p>Refugee Mental Health This presentation will focus on some of the common mental health challenges faced in refugee communities and what teachers need to know in order to understand certain behaviors. Participants will have the opportunity to ask questions about how to create learning environments for students who have experienced trauma and issues common among refugees.</p>
<p>James Bordewick <i>Lincoln International High School</i> jamesb@lincolnihs.org</p>	<p>RISA in Science: A Method for Developing Classification Language This presentation will discuss the findings of an action research paper designed to describe the effects of using structured oral interactions in a newcomer classroom. Specifically, the study measures how the use of RISA may impact the development of classification language during an animals unit.</p>
<p>Michele Rasner & Amina Khan <i>Be GLAD Coordinators</i> michele@begladtraining.com amina@begladtraining.com</p>	<p>Be GLAD Awareness Presentation Award-winning GLAD Model strategies promote language acquisition, high academic achievement and 21st century skills with phenomenal proven results. This session previews selected GLAD techniques that are relatively easy to use and easily adopted into an instructional routine. Participants will walk away with effective tools to break barriers and promote advocacy for our students and for our schools.</p>

Session 5: 3:00 - 3:30

<p>Sam Ouk <i>EL Coordinator Faribault Public Schools, ISD #656</i> souk@faribault.k12.mn.us</p>	<p>Simulating the Refugee Experience Participants will simulate the real life experience of a refugee family escaping conflict. Afterwards, we will discuss what educators can do to help students and families overcome the trauma.</p>
<p>Jen Vanek <i>World Education</i> jenvanek@moreliteracy.com</p>	<p>Digital Literacy, Computer Vocabulary, and English Language Learning: An Inseparable Combination This presentation shares findings from research on digital literacy instruction for English language learners. Results highlight the complexity of language used in computer instruction and the importance of vocabulary introduction, both preceding and accompanying computer skill instruction. Useful classroom activities created over the course of the study will be shared.</p>
<p>Chris Browder <i>Prince George's Public Schools & the University of Maryland, Baltimore County</i> christopher.browder@pgcps.org</p>	<p>SLIFE: Taking A Closer Look This presentation will examine the construct of SLIFE and how SLIFE are identified for services. It will share the statistical associations between factors used to identify students as SLIFE and those students' educational outcomes. By the end of the presentation, participants will have more appreciation for the complexity of the construct and will know which factors are more reliable predictors of educational difficulties.</p>
<p>Taina Tammelin-Laine <i>University of Jyväskylä, Finland</i> taina.a.tammelin-laine@jyu.fi</p>	<p>Adult L2 Finnish Learners on Their Way Towards Emergent Literacy This presentation will give an overview of the main findings of the PhD study on five L2 Finnish literacy learners, which explores findings of a relationship between the development of reading skills and oral skills: in the end of the study, the learners with the most fluent and complex oral skills of Finnish were also the most fluent readers. While learning to read a new language may appear easy, this study shows that's not the whole truth.</p>

Session 6: 3:45 -4:15

<p>Annie Smith</p>	<p>Plenary follow-up discussion This session will be an informal discussion with our plenary. Participants are invited to share their local SLIFE initiatives, problems of practice and questions with Annie Smith and the other participants.</p>
<p>Liz Riggs & Traci Buckle <i>St. Paul Public Schools</i> tracibuckle@gmail.com</p>	<p>Supporting SLIFE Students with Technology This session will demonstrate ways tech tools can benefit the learning needs of SLIFE. Participants will experience high interest and easy-to-use techniques that are tried and true.</p>

<p>Taina Tammelin-Laine <i>University of Jyväskylä, Finland</i></p> <p>taina.a.tammelin-laine@jyu.fi</p>	<p>In-service Teacher Training on Supporting Basic Skills for SLIFE Adults</p> <p>This project focuses on the development of basic skills such as ICT, literacy, numeracy, and studying skills, among SLIFE adults by improving the professional expertise of the teaching personnel working with them in Finland. Additionally, the aim of the project is to develop and pilot an in-service training model for promoting the skills of the teachers in activities focusing on basic skills.</p>
---	--

Session 7: 4:30 - 5:00

<p>B. Zoe Kinney <i>Kansas City Public Schools SLIFE Program</i></p> <p>bkinney@kcpublicschools.org</p>	<p>Reaching SLIFE and Non-SLIFE Newcomer Teens in Summer Programming</p> <p>The findings of this investigative curriculum project show improvement of narrative expression in newcomers in a month-long summer program designed with a culminating digital story project. Using the academic framework of comparison, along with intensive focus on vocabulary within progressively widening topics of personal identification, family, community, country and world, students discuss and write about their past and present situations and express themselves on important topics that can ease the personal and academic adaptation process.</p>
<p>Susan B. Johnson <i>University of Minnesota</i></p> <p>bloc0003@umn.edu</p>	<p>Making Adult Literacy Multisensory</p> <p>This study explored the topic of adult LESLLA response to the Orton-Gillingham multisensory approach, which was originally developed for elementary learners with dyslexia, and what modifications are needed to make the instructional strategies and activities appropriate to an adult learning context, making it to be effective with adult LESLLA learners.</p>
<p>Christine Marks, & Amy Fink <i>Founder and co-founder of The Chunk Reading Program, & Eastside Learning Center - St. Paul School District</i></p> <p>LadybugLiteracy4U@gmail.com Henryfi3@aol.com friends4lizzpaulson@gmail.com</p>	<p>The Power of Chunks in ELL Literacy Instruction</p> <p>The Chunk Reading Program is a highly successful research-based phonics and reading program. Our innovative, multisensory analogy approach to phonics has demonstrated success in ELL classrooms. Students make quick progress using our engaging strategies that align with best practices for ELL instruction.</p>
<p>Rebecca Murphy & Karen Wendlandt <i>American Reading Company</i></p> <p>karen.wendlandt@americanreading.com</p>	<p>They've Come to You - But Where Are They At?</p> <p>This session will describe the stages of reading acquisition and how to assess where each of your students are at. Whether students are new to print or are reading at grade level you can learn where they fall in the reading taxonomy and how to move them forward to be successful.</p>

