

Welcome!

Empowering Teachers, Empowering Learners



2019 Spring Workshop

PCC Southeast Campus
2305 SE 82nd Ave, Portland, OR 97216

Saturday, May 4th 2019

8:30 AM to 4:30 PM

Empower (verb) : 1. To invest with power, especially legal power or official authority. 2. To equip or supply with an ability; enable.¹

Empowering teachers and empowering learners means recognizing that we all have the power we need to control our own teaching and learning -- and the power to claim our rights both inside and outside the classroom. This year's Spring Workshop theme is all about helping teachers and learners feel stronger, more confident, and able to access all the resources we need to be leaders.

Location

Please see the map on the following page for clear directions and parking.

Check-in & Registration

Check-in and registration will be in the Great Hall in Tabor Hall (Main Entrance of Tabor)

Online registration closes April 22nd: <https://ortesol.wildapricot.org/events>

On-site registration is available at the same rates.

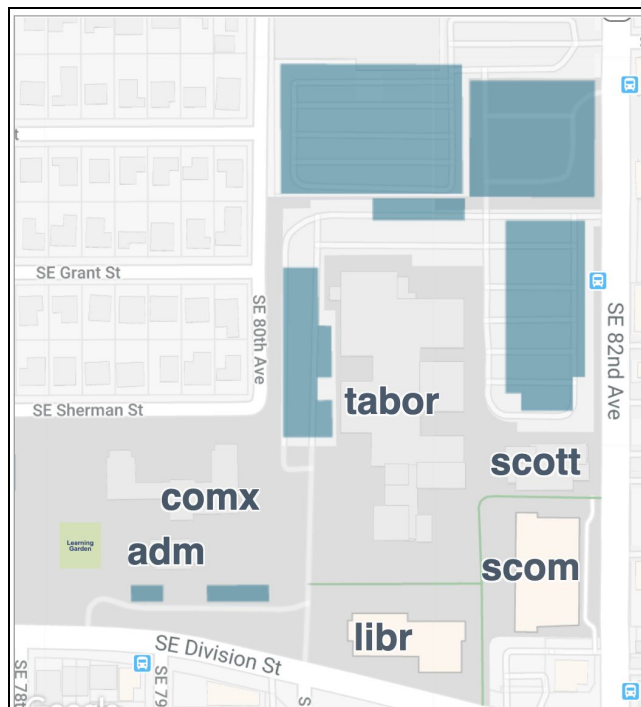
- Members – \$20.00
- Non-members – \$30.00 *includes 1 year ORTESOL membership!*

***Wifi: Guests of PCC can connect to the Wi-Fi network**

1. Make sure wireless is enabled on your device.
2. Select the PCC-guest Network in your wireless settings.
3. Complete the self registration form.
4. Your access will be active for 24 hours.

¹ The American Heritage® Dictionary of the English Language, Fifth Edition copyright ©2019 by Houghton Mifflin Harcourt Publishing Company. All rights reserved.

Transportation & Parking



Parking

Parking is free on Saturdays. All shaded areas of the map are open. This is closest to Tabor Hall where check-in and all sessions will be held.

Bus/Max

Trimet bus #2 (on SE Division) and #72 (on SE 82nd) Check arrival and departure times at trimet.org. *Please note that PCC Shuttles do not operate on Saturdays.

Accessibility

PCC's Southeast campus has ample accessible parking spots located at on the north side of Tabor Hall. All classroom are ground level and main doors are fully accessible.

Bike

PCC's Southeast Campus is very friendly to bicyclists with both covered and uncovered bicycle racks.

Overview

8:30 9:30	Check-in & Registration Tabor Hall + Publishers/Exhibitors + Coffee, pastries, & fruit!				
	Tabor 141	Tabor 143	Tabor 137	Tabor 136	Tabor 126
9:30 10:30	Building (not just testing) good habits of readers <i>Jennifer Rice via Skype</i>	Dear Grammar... You're Not Alone <i>Annette Acosta</i>	Engaging Students Through Connection to Individual Experience <i>Betsy Dasenko</i>	Power, Privilege & Inequity: Empowering Yourself & Others <i>Kara Sappington</i>	Only Connect: Learning English & American Culture Through Service Learning & Sustainability <i>David Jordan</i> <i>Peter Brown dos Reis</i>
10:45 11:45	To Empower is to be a Novice: Repositioning Learners as Experts <i>Anesa Burkic</i> <i>Sheila Mullooly</i>	Introducing the New Portland State University MA TESOL & TESL Certificate <i>Susan Conrad</i>	Building Confident Writers with Great Writing <i>Talya Clay</i>	Developing Literacy Skills for ELLs With Little or No Print Literacy <i>Kathryn Toth</i>	Quality Tools for ESL Learner Engagement <i>James Wilson</i>
11:45 12:45	Lunch: Attendees are encouraged to bring a sack lunch. Microwaves are located in the Great Hall. See restaurant guide on the next page if you would like to leave campus during the lunch break.				

	Tabor 141	Tabor 143	Tabor 137	Tabor 136	Tabor 126	Tabor 125
1:00 2:00	Collaborative Mentoring: A Creative Approach to Teacher Learning Agnieszka Alboszta, Britt Johnson	Separated: A Simulation about the Countless Families Torn Apart at the Border Danny Rauda	Beyond the Curriculum: Designing Implicit & Explicit Self-Access Pragmatics Materials Tetyana Sydorenko, Phoebe Daurio	Empowered Terminology: Promoting Consistent, Respectful, Legally-Informed Language about Immigration Status Briana Paris	Planning Your First Flip Diana Lease Davida Jordan	Maximizing Ventures to Fulfill WIOA, new NRS Requirements & ELP/CCR Standards Annette Acosta
2:15 3:15	Writing Materials You Can Use Sarah Keene	Technology & Speaking: Six Activity Types for your Classroom Julie Vorholt	Academic & Social Engagement of International Students: Perspectives from Staff & Faculty Phoebe Daurio Ella Barrett	Equity Through Oregon Connections Penny Jahraus	AVID Student Spotlight Patrick Ahern	Unleashing the Power of Interactive, Multimedia, Open-source Technology to Engage Learners Eric Dodson
3:30 4:30	Stand Up & Speak Out: Teacher Activism in Support of Migrants Beth Ronk	The Growth of English Language Learners' Skills, Interests, & Leadership through Clubs Davida Jordan Genesis Briceno	Addressing the Needs of Beginning Learners in the ESOL Classroom April Duval Michelle Culley	Test Impact on Institutions Cerise Santoro		

Portland Community College Restaurant List

E. Portland Coffee Roasters	2404 SE 79 th Ave 971-319-9152	vegan and gluten free options
El Tapatio Restaurant	2627 SE 87 th Ave	503-774-3616
Good Taste Noodle House	8220 SE Harrison	503-788-6909
Jin Jin Deli	8220 SE Harrison St #138,	Portland, OR 97216
King's Bakery	2346 SE 82 nd Ave	503-772-0955
My Brother's Crawfish	8230 SE Harrison #315	503-774-3786
Old School Coffee	(on campus)	Vegan and gluten-free options
Pho Kim	2204 SE 82 nd	503-954-2535
Pho Van	1919 SE 82nd Ave,	Portland, OR 97216
Spice Kitchen	8245 SE Division St.	503-774-3978
Thai Fresh	8409 SE Division St,	Portland, OR 97266

Concurrent Sessions 1 9:30-10:30

<p>Tabor 141</p>	<p>Building (not just testing) good habits of readers (HE)</p> <p>How can instructors go from teaching reading skills to building relevant academic reading habits using individualized materials? To move instructors beyond asking comprehension questions of passages, the presenter will share, via Skype, activities that draw upon research on ELL pedagogy and metacognition to foster academic reading habits, and ultimately, comprehension.</p> <p><i>Jennifer Rice via Skype, University of Oregon's American English Institute</i></p>
<p>Tabor 143</p>	<p>Dear Grammar... You're Not Alone (HE)</p> <p>Learn how to make grammar meaningful by practicing it with all four skills in a variety of authentic contexts to better engage students and build a foundation for success once students move to mainstream college courses. Find out how Grammar and Beyond Essentials enables students to succeed beyond the ESOL classroom.</p> <p><i>Annette Acosta, Cambridge University Press</i></p>
<p>Tabor 137</p>	<p>Engaging Students Through Connection to Individual Experience (All SIGs)</p> <p>Connecting learning to individual experiences leads to increased student competencies. Through the building of teacher/student trust and relationships by valuing individual life experiences competencies increase. When students feel that they are a valued member of the academic community, they become vested in their learning process leading to increased attendance, scores on assignments, and passing overall grades.</p> <p><i>Betsy Dasenko, Oregon State University</i></p>
<p>Tabor 136</p>	<p>Power, Privilege & Inequity: Empowering Yourself & Others (AE, HE, K12)</p> <p>What is privilege? This session will evaluate entrenched systems of power and privilege, as participants look at cultural norms and where they fit based on different identities. There will be opportunities to evaluate personal experiences, dialogue about social justice and discuss classroom activities related to power, privilege and inequity (PPI).</p> <p><i>Kara Sappington, Corban University</i></p>
<p>Tabor 126</p>	<p>Only Connect: Learning English & American Culture Through Service Learning & Sustainability (HE, AE)</p> <p>By studying the UN's Sustainable Development Goals, ESL students can learn about current world issues and attempt to understand their causes. We will help teachers activate students' interest in the SDGs by sharing what has worked for us and what our goals are for the intersection of ESL and sustainability.</p> <p><i>David Jordan, Portland Community College & Portland State University and Peter Brown dos Reis, Portland State University</i></p>

Concurrent Sessions 2 10:45 - 11:45

<p>Tabor 141</p>	<p>To Empower is to be a Novice: Repositioning Learners as Experts (HE)</p> <p>When empowered in holistic ways that reposition them as competent individuals with existing expertise, international students can delight audiences with insightful stories about their life, talents, culture, and language. Learn how an English Language Program Learning Center Team continuously creates opportunities for learner engagement and professional development.</p> <p><i>Anesa Burkic and Sheila Mullooly, Portland State University</i></p>
<p>Tabor 143</p>	<p>Introducing the New Portland State University MA TESOL & TESL Certificate (HE)</p> <p>PSU is launching new MA TESOL and TESL certificate programs to help more teachers advance their skills and strengthen their credentials. MA TESOL students can choose the Teaching Track or Linguistics Track depending on their goals. The PSU department chair will present the new programs and discuss professional development opportunities.</p> <p><i>Susan Conrad, Portland State University</i></p>
<p>Tabor 137</p>	<p>Building Confident Writers with <i>Great Writing</i> (AE, HE)</p> <p>The new edition of <i>Great Writing</i> builds on its proven strengths of clear explanations, academic writing models and extensive practice. In this presentation, will look at how <i>Great Writing</i>'s expanded vocabulary instruction, sentence-level practice, and National Geographic content give students the tools they need to become confident writers.</p> <p><i>Talya Clay, Cengage National Geographic</i></p>
<p>Tabor 136</p>	<p>Developing Literacy Skills for ELLs With Little or No Print Literacy (AE)</p> <p>The presentation will teach effective, research-based methods for teaching literacy to ELLs. It will provide a clear and systematic way to teach reading and writing skills to students who are literate in their L1 and students who have little to no print literacy in their L1.</p> <p><i>Kathryn Toth, ESL instructor and reading specialist in Portland, Oregon</i></p>
<p>Tabor 126</p>	<p>Quality Tools for ESL Learner Engagement (AE, HE)</p> <p>Quality learning tools provide ways for ESL learners to interact and cooperate while simultaneously utilizing English in order to promote language fluency. The presenter will show some typical tools, attendees will interact with one or two examples, and handouts/resources will be provided.</p> <p><i>James Wilson, Cosumnes River College</i></p>

Lunch

Please see list on page 3 if you'd like to eat near campus. Microwaves are available in Tabor Hall's Great Hall near the main entrance of Tabor Hall. There are also several vending machines located near the restrooms next to the cafeteria in Tabor Hall.

Looking for a buddy to have lunch with? Join the buddy bench in Tabor Hall!

Concurrent Sessions 3 1:00 - 2:00

<p>Tabor 141</p>	<p>Collaborative Mentoring: A Creative Approach to Teacher Learning (AE, HE)</p> <p>Wish lesson plans would magically appear? ‘Collaborative mentoring’—planning lessons for another teacher new to your course and using their lessons for a course new to you—is not only a time saver, but also stimulates meaningful professional learning and dialogue. Two TESOLers discuss challenges and benefits of the experience.</p> <p><i>Agnieszka Alboszta and Britt Johnson, American English Institute</i></p>
<p>Tabor 143</p>	<p>Separated: A Simulation about the Countless Families Torn Apart at the Border (RC)</p> <p>During this interactive, experiential session, participants will step into the shoes of the children and families that were separated during last year’s “zero tolerance” policy. After this session, you will have a deeper understanding about this event and how you might be able to bring this new perspective to the classroom.</p> <p><i>Danny Rauda, independent educator, facilitator, and coach</i></p>
<p>Tabor 137</p>	<p>Beyond the Curriculum: Designing Implicit & Explicit Self-Access Pragmatics Materials (AE, HE)</p> <p>Despite its significance, systematic instruction on pragmatically-appropriate communication is rarely included in ESL curricula (Bardovi-Harlig, 2017). Addressing this issue, the present study investigates autonomous learning from implicit versus explicit technology-enhanced instructional pragmatics modules. Importantly, the modules include opportunities for computer-simulated self-paced oral practice of extended discourse and feedback.</p> <p><i>Tetyana Sydorenko and Phoebe Daurio, Portland State University</i></p>
<p>Tabor 136</p>	<p>Empowered Terminology: Promoting Consistent, Respectful, Legally-Informed Language about Immigration Status (RC, AE, HE)</p> <p>This workshop presents the legal terminology used to describe a person’s immigration status in the United States, addresses other related terms, and incorporates time for reflection and critical thinking about how terminology informs our reality. Participants will receive a comprehensive resource list of immigrant and refugee services in Portland, Oregon.</p> <p><i>Briana Paris</i></p>
<p>Tabor 126</p>	<p>Planning Your First Flip (HE, AE, K12)</p> <p>This session will walk participants through a realistic approach to flipping their classroom for the first time. Topics covered include unit planning, video selection, video planning, and classroom planning. Participants will get hands-on practice that will prepare them to confidently flip either a unit or a component of their course.</p> <p><i>Diana Lease and Davida Jordan, Portland Community College</i></p>
<p>Tabor 125</p>	<p>Maximizing Ventures to Fulfill WIOA, new NRS Requirements & ELP/CCR Standards (AE)</p> <p>The CCR standards, ELP standards, WIOA and the new NRS requirements present new challenges for Adult ESL. In this session, presenters provide an overview of the new requirements and focus on how the Ventures series addresses these challenges. Participants experience one unit and receive a handout of sample support materials.</p> <p><i>Annette Acosta, Cambridge University Press</i></p>

Concurrent Sessions 4 2:15 - 3:15

<p>Tabor 141</p>	<p>Writing Materials You Can Use (HE, AE)</p> <p>This presentation showcases a series of open-access writing materials designed to engage students with additional, relevant, non-traditional English texts, to expand language and culture learning, while at the same time building their writing skills from brainstorming to revision to publication. These materials also highlight register and audience awareness in writing.</p> <p><i>Sarah Keeney, Oregon Health & Science University, Portland Community College, Private Language Tutor</i></p>
<p>Tabor 143</p>	<p>Technology & Speaking: Six Activity Types for your Classroom (K12, HE)</p> <p>Empower yourself with new, different ways to use technology in your speaking classroom! The editor of <i>New Ways in Teaching Speaking Second Edition</i> presents the Six Technology Activity Types for Classroom Instruction, leads participants in trying some ready-to-use activities, and provides free online resources about teaching speaking.</p> <p><i>Julie Vorholt, Lewis and Clark College</i></p>
<p>Tabor 137</p>	<p>Academic & Social Engagement of International Students: Perspectives from Staff & Faculty (HE)</p> <p>How can we help international students feel connected to their institution and remain committed to their goals? Using student engagement research and their practical experience, presenters share faculty and staff perspectives on the successes and challenges of student engagement in both the social and academic dimensions.</p> <p><i>Phoebe Daurio and Ella Barrett, Portland State University</i></p>
<p>Tabor 136</p>	<p>Equity Through Oregon Connections (AE, K12)</p> <p>This session will demonstrate how Oregon Connections/Nepri makes it easy for teachers to bring professionals into their classrooms (virtually) to bring real-world, authentic learning opportunities to ALL our students helping to create the next generation of innovators.</p> <p><i>Penny Jahraus, Portland Community College & South-Metro Salem STEM Hub (SMSP)</i></p>
<p>Tabor 126</p>	<p>AVID Student Spotlight (K12)</p> <p>Meet K12 students participating in AVID, Advancement Via Individual Determination, a global nonprofit organization dedicated to closing the achievement gap by preparing all students for college and other postsecondary opportunities. Four students from Hillsboro School District will share their personal stories of being an ELL in the K12 setting and how the AVID program has helped them to overcome obstacles. There will be time for questions and answers at the end of the session. Come discuss what makes students feel empowered to succeed!</p> <p><i>Patrick Ahern, ORTESOL Board Member</i></p>
	<p>Concurrent session 4 continued on next page</p>

	Concurrent Session 4 continued.
Tabor 125	<p>Unleashing the Power of Interactive, Multimedia, Open-source Technology to Engage Learners (AE, HE, K12)</p> <p>In this session, participants will explore approaches for using online open-source interactive content tools to make engaging, interactive, and accessible English language learning materials, including powerful examples from our post-secondary institution. Participants will plan and create interactive content to share with the group. Laptops will be provided for use during this session.</p> <p><i>Eric Dodson, Portland Community College, Portland State University, and SOAR Immigration Legal Services</i></p>

Concurrent Sessions 5 3:30 - 4:30

Tabor 141	<p>Stand Up & Speak Out: Teacher Activism in Support of Migrants (ALL SIGs)</p> <p>Explore opportunities to use your teacher voice to get involved with immigrant rights organizations and effectively voice concerns about current local and national policies that affect our students. Hear about recent personal experiences participating in actions at the Southern border, including a teach-in led by Mandy Manning.</p> <p><i>Beth Ronk, ORTESOL Board Member</i></p>
Tabor 143	<p>The Growth of English Language Learners' Skills, Interests, & Leadership through Clubs</p> <p>The presenters will show the benefits and difficulties of leading a weekly club for ESL students at a community college. A comparison will be made between language learning inside and outside the classroom, with a focus on leadership, self-confidence, social bonding, and anxiety reduction.</p> <p><i>Davida Jordan and Genesis Briceno, Portland Community College</i></p>
Tabor 137	<p>Addressing the Needs of Beginning Learners in the ESOL Classroom (AE)</p> <p>This session will give perspectives from two ESL teachers on building community in the classroom, and empowering beginning level learners to utilize their natural abilities to take charge of their learning. The presenters will share their unique experiences and provide activity demonstrations.</p> <p><i>April Duval and Michelle Culley, Clackamas Community College</i></p>
Tabor 136	<p>Test Impact on Institutions (K12 Secondary, HE)</p> <p>Known for their ease of use and strong validity, iTEP tests are the preferred choice of schools looking for a practical English language assessment tool. With 24 hour guaranteed scoring, iTEP Academic can provide a valuable experience for students in test preparation classes, and to teachers needing accurate language assessments.</p> <p><i>Cerise Santoro, iTEP International Test of English Proficiency</i></p>

Campus closes at 5:00 p.m.

Thanks for joining us today!