



THE CITY OF SAN DIEGO

READ/San Diego's 21st Annual Tutor Conference

SATURDAY, JUNE 11, 2011

JOAN B. KROC INSTITUTE FOR PEACE & JUSTICE
UNIVERSITY OF SAN DIEGO



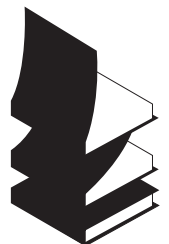
KEYNOTE SPEAKER

Robert Brooks, Ph.D.

*The Power of Mindsets:
Strategies for Nurturing Hope and Resilience*

Dr. Robert Brooks, a clinical psychologist on the faculty of Harvard Medical School, has lectured nationally and internationally to audiences of parents, educators, mental health professionals, and business people on topics pertaining to motivation, resilience, family relationships, the qualities of effective leaders and executives, and balancing our personal and professional lives. He has also written extensively about these topics. He is the author or co-author of 14 books including *The Self-Esteem Teacher*; *The Charismatic Advisor: Becoming a Source of Strength in the Lives of Your Clients*;

(continued on page 6)



READ
San Diego Public Library
Adult Literacy Program

READ/San Diego's 21st Annual Tutor Conference

Saturday, June 11, 2011 • Joan B. Kroc Institute for Peace & Justice, University of San Diego

This conference provides opportunities for learning and practicing innovative teaching skills. Join literacy tutors, teachers and literacy professionals from across California for a day of informative, enjoyable, hands-on workshops. 16 workshops are scheduled in 2 strands, with breaks midway through the strands. A catered luncheon will be served between the strands and will feature Keynote Speaker Robert Brooks, Ph.D. **For more information call (619) 527-5475 or visit <http://friendsofreads.org>.**



Location/Directions

Joan B. Kroc Institute for Peace & Justice, University of San Diego, is located at 5998 Alcalá Park, San Diego, CA 92110.
<http://peace.sandiego.edu/>

From the North

- Use I-5 (South), exit at Sea World Drive and Tecolote Road (just past the Hilton Hotel on Mission Bay).
- Turn left on Tecolote Road.
- Right at Morena Blvd.
- Left on Napa Street to Linda Vista Road.
- Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
- Institute for Peace & Justice parking garage is first right at top of hill.

From the South

- Use I-5 (North) to I-8 (East) and exit at Morena Blvd.
- Follow Morena Blvd, and bear right onto Linda Vista Road.
- Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
- Institute for Peace & Justice parking garage is first right at top of hill.

From the East

- Use I-8 (West), exit at Morena Blvd.
- Bear right onto Linda Vista Road.
- Make a left at the second stoplight on Linda Vista Road onto Marian Way, USD's West Entrance.
- Institute for Peace & Justice parking garage is first right at top of hill.

Parking

- The Institute for Peace & Justice is the first building on the right side at the top of the hill. The entrance to the underground parking garage is on the right.
- There are handicap spots in the Institute for Peace & Justice garage.
- Park in white lined spaces ONLY or you may be fined/towed. If garage is full, park in Lower West Lot located near the campus West entrance, or any white lined space on campus.

Registration

Complete and detach the registration form on page 7 of this brochure, return it with your \$30 payment in the enclosed envelope and send to:

READ/San Diego
5148 Market Street
San Diego, CA 92114-2209

Or

Register online at <http://friendsofreads.org>

The registration deadline is Friday, June 10, 2011.

The first 300 tutors, teachers or literacy professionals who send in registration forms are guaranteed attendance at the conference. Forms received after that date will be accepted on a first-come, first-served basis. If more than 300 forms are received, the sender will be notified in advance and those forms and fees will be returned.

Scholarships

Scholarships are available for those participants who may have difficulty paying the \$30 registration fee. To confidentially request a scholarship, contact Valerie Hardie at (619) 527-5479.

Cancellations

If for some reason you cannot attend after registering, please call (619) 527-5475 so another tutor can attend in your place. Refunds will not be given in the event of participant cancellation or no-show.

Check In

Registration check-in time is 8:00–8:25 a.m.

Workshops begin promptly at 8:30 a.m.

Meals

A Continental breakfast and lunch are included in the registration fee. Breakfast will be available on the East Plaza, Garden of the Sky from 8:00–8:25 a.m. Lunch will be served in the ballroom from 11:30 a.m. to 1:30 p.m.

Dress Code

Dress comfortably and consider bringing layers such as sweaters and jackets in case temperatures fluctuate indoors and out.

Silent Auction

As with previous years, you'll want to bring more than just pencils and book bags. Pack your wallet and checkbook! Throughout the day, we'll hold a silent auction where you'll have the opportunity to bid on items such as books, art, gift certificates, tickets to local attractions, gift baskets and more! Be the highest bidder on any item and you'll take it home! Best of all, the proceeds benefit READ/San Diego and help to keep the registration fees low. Visa and Mastercard debit and credit cards are accepted with a \$10 minimum purchase. Also, cash and checks will be gratefully accepted.

STRAND 1

8:30–11:15 a.m. *(includes break midway through)*

1 MEGAN COHEN

Survival Skills: Understanding the Role of Executive Functions in Learning

GENERAL

2 ELENA MENDOZA

Comparative Approaches to Teaching Phonics

PHONICS

3 TRACY BLOCK-ZARETSKY

A Picture is Worth a Thousand Words

COMPREHENSION

4 SUSAN VAN ZANT

Response to Intervention and Effective Instruction

GENERAL

5 KELLI SANDMAN-HURLEY

Practical Strategies to Improve Fluency

FLUENCY

6 MARSHA CHAN

Techniques for Teaching Speech, Pronunciation and Listening, Part 1

ESL

7 CAROLYN McGAVOCK

Writing for Academic and Everyday Purposes

WRITING

8 MARIAN THACHER

21st Century Skills & Digital Literacy: What do Teachers and Learners Need to Know?

TECHNOLOGY

LUNCH

STRAND 2

1:45–4:30 p.m. *(includes break midway through)*

9 MEGAN COHEN

Survival Skills: Understanding the Role of Executive Functions in Learning

GENERAL

10 ELENA MENDOZA

Comparative Approaches to Teaching Phonics

PHONICS

11 TRACY BLOCK-ZARETSKY

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12 SUSAN VAN ZANT

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13 KELLI SANDMAN-HURLEY

Practical Strategies to Improve Fluency

FLUENCY

14 MARSHA CHAN

Techniques for Teaching Speech, Pronunciation and Listening, Part 2

ESL

15 MARY GRAHAM, LAUREN HALSTEAD & SETH SLATER

Learner-Centered, Process-Oriented Writing Tutoring—Including Grammar

WRITING

16 MARIAN THACHER

21st Century Skills & Digital Literacy: What do Teachers and Learners Need to Know?

TECHNOLOGY

Tracy Block-Zaretsky is co-owner of the Dyslexia Training Institute, providing online courses and webinars on dyslexia and remediation for dyslexia, on-site reading therapy, and advocacy services. She worked in adult literacy for 15 years and has been a trainer for 15 years. Tracy tutors children and adults with learning disabilities and assists parents through the IEP process. She has specialized training in the Orton-Gillingham approach, Lindamood-Bell programs, Wilson Reading System, a variety of reading and writing assessments and is a certified Special Education Advocate. Tracy provides workshops on learning disabilities, phonics, reading and writing instruction, and professional development for K-12 teachers.

3 & 11 A Picture is Worth a Thousand Words

8:30–11:15 a.m. & 1:45–4:30 p.m.

Do your learners sometimes have difficulty remembering what they read? Understand some of the details but don't get the main ideas? Do they have difficulty telling you what they are thinking? Or, have difficulty organizing thoughts for writing?

This workshop will provide you with instructional techniques for teaching your learner how to develop enhanced visualizing and imagery skills that can help strengthen reading comprehension and retention. It can help enable the learner to improve their reading fluency, ability to infer, conclude, predict and evaluate what they are reading. It can also help learners improve their oral language skills and critical thinking, as well as enhance written expression.

Marsha Chan teaches English as a Second Language at Mission College in Santa Clara, California. She is active in the international professional organization Teachers of English to Speakers of Other Languages (TESOL) and the California state affiliate CATESOL. She is well-known for her dynamic seminars at regional, state, and international conferences. Her expertise includes pronunciation, listening, speaking, grammar, vocabulary, and technology-enhanced language learning. Her participants cite her entertaining, engaging presentation and training skills and claim her as "one of our profession's treasures." Available at www.sunburstmedia.com, her publications include

College Oral Communication 1, Phrase by Phrase Pronunciation in American English, and English for Child Care: Language Skills for Parents and Providers.

6 Techniques for Teaching Speaking, Pronunciation and Listening, Part 1

8:30–11:15 a.m. (continues in Strand 2)

This workshop will provide participants with approaches for helping English language learners improve their pronunciation and listening skills. The presenter will explain features of spoken English that affect intelligibility. You'll discover why some non-native speakers are easy to understand while others are not. You'll gain knowledge about the role of a speaker's perception, production, and self-monitoring, as well as other characteristics that influence success. You'll learn about Marsha's approach to pronunciation development that starts with listening, observation, and engagement and enables learners to progress from speaking word by word to expressing thoughts phrase by phrase. You'll practice methods to hear, feel, and "see" speech. You'll use simple items such as paper and mirrors—and make specific body movements—to help learners speak more clearly.

14 Techniques for Teaching Speaking, Pronunciation and Listening, Part 2

1:45–4:30 p.m. (continued from Strand 1)

The afternoon workshop expands on the morning workshop. Participants will gain a deeper understanding of factors affecting English language learners' listening and speaking. You'll see how to make use of a variety of media, such as picture dictionaries, dialog models, story books, and games. You'll learn how iPods, cell phones, CDs, and laptops can facilitate listening and speaking skills. Accessing Marsha's video blogs on the web, you'll observe examples of ESL students acting in role-plays. You'll view the lessons—focusing on vocabulary, grammar, stress, intonation, and fluency—which enable their performance. You'll practice methods to promote your learners' conversation skills and enhance their confidence. Participation in the morning session is helpful but not required.

Megan Cohen is the founder and director of La Jolla LearningWorks, a learning center that specializes in reading remediation, study skills

and metacognitive strategies, and standardized test preparation. Megan received her B.A. from the UC Berkeley and her Master's degree in Elementary Education from Loyola Marymount University in Los Angeles. Megan taught first grade through Teach for America in Los Angeles and presented teacher-training workshops on strategies for teaching English learners before entering the private education sector. Megan currently serves as Secretary for the Board of the San Diego branch of the International Dyslexia Association.

1 & 9 Survival Skills: Understanding the Role of Executive Functions in Learning

8:30–11:15 a.m. & 1:45–4:30 p.m.

Executive functions are those higher-level thinking skills that allow us to make and follow through with goals and decisions, manage our time, and navigate a world of multi-tasking necessity. In a learning setting, these functions become crucial factors for motivation, goals setting, and achievement. In this workshop, participants will learn key skills involved in executive functions and how to identify weaknesses in these areas in students. Through case study application, participants will learn effective strategies for accommodating weaknesses in executive functions. Participants will walk away with helpful tools to improve their students' motivation and boost the effectiveness of tutoring sessions.

Mary Graham is the Writing Center Coordinator at Cuyamaca College. She also chairs the Communication Arts Department there. Currently, she sits on the Board of Trustees for the San Diego Community College District. **Lauren Halsted** is an English instructor at Cuyamaca College. She has taught English composition at all levels, basic skills through advanced, for the past six years. She is also a fellow for the San Diego Area Writing project, and has created and facilitated many professional development workshops for English teachers at the K-16 levels. Currently, she is a doctoral candidate in the SDSU Community College Leadership program. **Seth Slater** is an English instructor at Cuyamaca and Southwestern colleges. He teaches all levels of composition as well as newspaper production and creative writing. He has served as a tutor and as assistant writing center director at Cuyamaca College's Reading, Writing, and ESL Center.

15 Learner-Centered, Process-Oriented Writing Tutoring—Including Grammar

1:45–4:30 p.m. (offered once)

This workshop will cover the big and the small of learner-centered, process-oriented writing tutoring including everything from theory to practice. How do you put learners in charge of their own tutoring while helping them to begin to see writing and learning as processes at which they can be successful? How can you make grammar instruction more meaningful and successful? Research shows that the most effective way to teach grammar is in the context of students' own writing. You will leave the workshops with immediately useful strategies for conducting even more effective writing tutoring sessions.

Carolyn McGavock has been teaching ESL to adult learners since 1991 after receiving a TESL Certificate from Seattle University. She has taught students from literacy to advanced levels of ESL in a variety of program settings in Seattle, New York City and San Diego. Currently Ms. McGavock is an ESL instructor in Continuing Education for the San Diego Community College District.

7 Writing for Academic and Every Day Purposes

8:30–11:15 a.m. (offered once)

Participants will examine and take home model writing lessons that address a variety of student goals such as paragraph and essay writing, business letters, filling out forms, telephone messages, notes, making lists, etc. Participants will learn from the facilitator and each other in this interactive workshop.

Elena Mendoza began her work as an educational therapist shortly after completing her degree from California Polytechnic State University, San Luis Obispo. After leaving Lindamood-Bell Learning Processes, she received additional training in other methodologies including Orton-Gillingham and Wilson Language. Elena began her private practice and founded a learning center in 1997. In 2007 she sold her practice and relocated back to California where she currently serves on the board of the San Diego Branch of the International Dyslexia Association. Ms. Mendoza

continues to work as an educational therapist in San Diego.

2 & 10 Comparative Approaches to Teaching Phonics

8:30–11:15 a.m. & 1:45–4:30 p.m.

Ms. Mendoza will discuss the meaning of phonics, phonological awareness, and different programs that teach phonics. We will explore different programs through lecture and activities. Different programs to explore will be LiPS, Wilson Language, and Orton Gillingham.

Dr. Kelli Sandman-Hurley is the co-founder of the Dyslexia Training Institute and an adjunct Professor of reading. She provides professional development about dyslexia and reading as well as providing one-on-one reading therapy. Dr. Sandman-Hurley has trained tutors and teachers in reading for over ten years as well as provided professional development for literacy professionals throughout the State of California. She earned her Doctorate in Literacy at San Diego State University and the University of San Diego.

5 & 13 Practical Strategies to Improve Reading Fluency

8:30–11:15 a.m. & 1:45–4:30 p.m.

Fluency is the ultimate goal of reading. People learning to read want to get to a place where they can read at a rate that allows them to use inflection (prosody) while still understanding what they read. Participants in this workshop will learn the different stages of fluency and how to identify each stage. Practical methods to improving fluency in all stages will be demonstrated and practiced during this workshop.

Marian Thacher is Director of the Outreach and Technical Assistance Network (OTAN), an adult education leadership project for California. OTAN provides support and training for technology integration, electronic collaboration, and distance learning to adult educators in California. She has taught adult ESOL in Illinois and California, and worked with many grant-funded projects related to adult literacy, distance learning and the use of technology. Ms. Thacher is a frequent presenter at national, state and local conferences on topics related to technology and adult literacy.

8 & 16 21st Century Skills and Digital Literacy: What do Learners and Tutors Need to Know?

8:30–11:15 a.m. & 1:45–4:30 p.m.

What exactly are 21st century technology skills, why do they matter, and how can we make sure we are incorporating them into instruction? Reading, writing, employment and participation in our communities have changed over the last ten years as the Internet has become a frequently used tool in almost every aspect of life. Hear what experts are saying about 21st century skills, and see some examples of how these skills can be integrated into lessons, including e-portfolios, sharing documents and bookmarks “on the cloud”, and educational uses of social networking sites.

Dr. Susan Van Zant holds a Master's in Curriculum Development from Northern Arizona University and a Doctorate in Educational Administration from Alliant University. Dr. Van Zant taught reading prior to her appointment as a principal. Three schools received National Blue Ribbons. She was selected to be a National Distinguished Principal and a Milken Educator. Since 2002 Dr. Van Zant has served as a CORE Senior Educational Consultant. She works with schools throughout the U.S. and has extensive experience working with English learners. She published numerous articles in educational journals, and is the co-author of Words for Academic Writing and Six Minute Solution Plus.

4 & 12 Response to Intervention and Effective Instruction

8:30–11:15 a.m. & 1:45–4:30 p.m.

This workshop session will provide information to tutors about the concept of Response to Intervention and ways to make instruction effective for struggling readers. Participants will leave with a basic understanding of the idea behind increasingly more intensive interventions and some specific strategies to ensure students are engaged and learning.

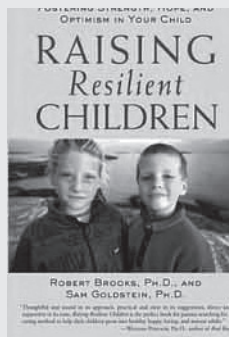
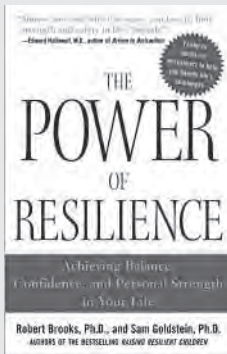
(continued from page 1)

Raising Resilient Children; Handbook of Resilience in Children; and The Power of Resilience: Achieving Balance, Confidence, and Personal Strength in Your Life.

Dr. Brooks has received numerous awards for his work, including: a Gubernatorial Award for Distinguished Public Service for his contributions to the Governor’s Alliance Against Drugs; “Hall of Fame” awards from both CH.A.D.D. (Children and Adults with Attention Deficit Disorders) and the Connecticut Association for Children with Learning Disabilities for his work with children and adults with learning differences; a Special Recognition and Media Award from the Massachusetts Psychological Association; the Friends of Family Award from the Family Place, MA and the Mandy Overton Award from St. David’s Child Development and Family Services, Minnetonka, MN for his work on behalf of children and families; the Lifetime Achievement Award from the Prentice

School in Santa Ana, CA for his efforts on behalf of students with learning differences; the Distinguished Leadership Award from Learning Disabilities Worldwide in recognition of his contributions and commitment to the field of learning disabilities; and the Outstanding Educator Award for Mental Health Education from the New England Educational Institute, Pittsfield, MA.

In his presentation, Dr. Brooks will describe the lifelong, positive impact that tutors and other educators have on the students with whom they are working. He will highlight the characteristics of a “resilient mindset” and specific strategies for nurturing this mindset in all of our educational activities. He will outline a strength-based approach that is based on reinforcing each person’s “islands of competence,” sense of “personal control,” learning, problem-solving skills, hope, and resilience.



The Friends of READ/San Diego will have these two books available for purchase, and Dr. Brooks will be available to sign them.

REGISTRATION FORM

DETACH THIS REGISTRATION FORM, RETURN IT WITH YOUR \$30 PAYMENT IN THE ENCLOSED ENVELOPE AND SEND TO:
READ/San Diego ■ 5148 Market Street ■ San Diego, CA 92114-2209
or register online at <http://friendsofreadsd.org>

Name (please print)

Organization/Affiliation (if applicable)

Street Address

City, State, Zip Code

Daytime Phone

Fax

E-mail

Enclosed is my \$30 registration fee (personal check or money order) payable to:

Friends of the READ/San Diego Literacy Programs

Check here for **vegetarian lunch**

I cannot attend but I would like to sponsor another tutor(s). Enclosed is my tax deductible contribution of \$_____.

Register early to secure a reservation in first choice workshops. Assignments will be given at the check-in table the day of the conference. **To receive a confirmation** of your selections in advance, check one of the appropriate boxes below:

Mail Phone Fax E-mail

Workshops are free, underwritten by generous sponsors. Every attempt will be made to allow participants to attend workshops of choice. However, space constraints limit the number of participants in each workshop.

Attendees are asked to select a 1st through 4th choice in each of the two strands at the right on this registration form. Please refer to the example below.

EXAMPLE

- 4** Workshop One
- ___ Workshop Two
- ___ Workshop Three
- 1** Workshop Four
- ___ Workshop Five
- 3** Workshop Six
- 2** Workshop Seven

"1" in this position indicates that Workshop Four is your first choice for this strand.

STRAND 1

8:30–11:15 a.m.

___ **Survival Skills: Understanding the Role of Executive Functions in Learning**

GENERAL

___ **Comparative Approaches to Teaching Phonics**

PHONICS

___ **A Picture is Worth a Thousand Words**

COMPREHENSION

___ **Response to Intervention and Effective Instruction**

GENERAL

___ **Practical Strategies to Improve Fluency**

FLUENCY

___ **Techniques for Teaching Speech, Pronunciation and Listening, Part 1**

ESL

___ **Writing for Academic and Everyday Purposes**

WRITING

___ **21st Century Skills & Digital Literacy: What do Teachers and Learners Need to Know?**

TECHNOLOGY

STRAND 2

1:45–4:30 p.m.

___ **Survival Skills: Understanding the Role of Executive Functions in Learning**

GENERAL

___ **Comparative Approaches to Teaching Phonics**

PHONICS

___ **A Picture is Worth a Thousand Words**

COMPREHENSION

___ **Response to Intervention and Effective Instruction**

GENERAL

___ **Practical Strategies to Improve Fluency**

FLUENCY

___ **Techniques for Teaching Speech, Pronunciation and Listening, Part 2**

ESL

___ **Learner-Centered, Process-Oriented Writing Tutoring—Including Grammar**

WRITING

___ **21st Century Skills & Digital Literacy: What do Teachers and Learners Need to Know?**

TECHNOLOGY

REGISTRATION DEADLINE IS FRIDAY, JUNE 10, 2011. FOR MORE INFORMATION, PLEASE CALL 619-527-5475.

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The Friends of the READ/San Diego Literacy Programs is a 501(c)(3) non-profit corporation (ID# 33-0522311) dedicated to the principle of literacy for everyone. It was established to support READ/San Diego, the adult literacy program of the San Diego Public Library.

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