READ/San Diego’s 27th Annual Tutor Conference
Saturday, June 10, 2017
Joan B. Kroc Institute for Peace & Justice
University of San Diego

KEYNOTE SPEAKER

Dr. Stephen Krashen

Literacy Development: The Easy Way is the Only Way

Dr. Stephen D. Krashen, professor emeritus at the University of Southern California, is a linguistics expert specializing in the theories of language acquisition and development, a field in which he has authored nearly 500 publications. Dr. Krashen is author of The Power of Reading (2004) and Free Voluntary Reading (2011). He holds a PhD in Linguistics from UCLA, as well as an honorary Doctor of Humane Letters, awarded by Lewis and Clark College, Portland. He was elected a member of the Reading Hall of Fame in 2005.
ESSENTIAL INFORMATION

READ/San Diego’s 27th Annual Tutor Conference
Saturday, June 10, 2017 • Joan B. Kroc Institute for Peace & Justice, University of San Diego
Join literacy tutors, teachers, and literacy professionals from across California for a day of informative and enjoyable hands-on workshops. Twenty-four workshops are scheduled in four strands, with breaks midway through the strands. A catered lunch will be served between the strands and will feature keynote speaker Dr. Stephen Krashen.
For more information, call (619) 238-6603 or visit http://friendsofreadsd.org.

Location/Directions

The 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/

Registration
The early registration rate of $35 ends June 5, 2017. After June 5th, the registration fee is $45.
Please register online at http://friendsofreadsd.org. Or you can complete and detach the registration form on page 7 of this brochure and fax it to 619-533-3217. You can also return it with your payment in the enclosed envelope and send to:
READ/San Diego Adult Literacy Program
Joan Λ Irwin Jacobs Common
330 Park Blvd.
San Diego, CA  92101

The first 300 tutors, teachers, or literacy professionals who send in registration forms are guaranteed attendance at the conference. Forms are processed 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.

Cancellations
If your plans change and you cannot attend after registering, please call (619) 238-6603 so another participant 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 catered 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.

Continuing Education Opportunity
The University of San Diego’s Division of Professional and Continuing Education will grant .5 units of graduate level extension credit for attending the conference or 1 unit of credit, which includes a writing assignment. Please go to http://PCE.SanDiego.edu/ and click on “Affiliations,” then click on “READ/San Diego” for more information.

Silent Auction
Bring your credit card or checkbook! Throughout the day, we’ll hold a silent auction where you’ll have the opportunity to bid on items such as gift certificates, tickets to local attractions, gorgeous gift baskets, jewelry and more! Be the highest bidder on any item and you’ll take it home! Best of all, the proceeds benefit Friends of READ/San Diego and help to keep the registration fees for the conference low. American Express, Discover, Visa and MasterCard debit and credit cards are accepted with a $10 minimum purchase. Cash and checks are also gratefully accepted.
### WORKSHOPS

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Students struggle with mathematics in part due to their lack of conceptual understanding and their reliance on rules and shortcuts to solve problems. This session will focus on strategies and resources that can be used in the classroom to enhance students’ mathematical reasoning skills. Participants will explore different strategies and graphic organizers that will enhance students’ mathematical problem-solving skills.

**Presentation Title: Teaching Civics and Citizenship to Immigrants**

This workshop will provide an overview of the U.S. Citizenship and Immigration Services (USCIS) and, in particular, District 24, the "San Diego District," with a focus on the naturalization process and procedures. A detailed discussion on eligibility for naturalization, the application procedure, application processing, biometrics, English language exemptions, the Civics and History Test and basic study materials, the interview, and the final hearing or naturalization ceremony. In addition, a review of the content of the USCIS website will be provided with special attention to the resources available to instructors. Lastly, the agency's ongoing initiative known as the Unauthorized Practice of Immigration Law (UPIL) will be discussed.

**Picture Books Aren't Just For Children: How to Use Picture Books to Teach Vocabulary, Comprehension, and Writing Skills to Adults**

Picture books, a mainstay in public libraries, are an excellent resource for adult instruction, but often not used because of the stigma of “being only for children, and not appropriate for teaching adults.” In this workshop you will learn about some of the authors and illustrators whose stories and art have a much wider appeal and can be used to enhance critical thinking, increase vocabulary, and guide students through the writing process. Samples of stories, presentation formats and techniques will be discussed with opportunities for participants to practice using them.

**Test-taking Tips: Top Ten Strategies for Student Success**

As educators, we must prepare students with both the content and test-taking knowledge to be successful with high stakes tests. This session will provide participants key teaching points and strategies about test-taking in general, GED® specific skills and strategies, and web-based tools and resources to support adult learners.

**Teaching the Writing Process**

Good writing is important for pursuing education goals or for a successful career. What does the research tell us about writing? What goals should we be aiming for with our learners? Learn about research-based strategies for teaching writing as a process and take home some strategies like quick-writes and paragraph frames that you can use right away!

**Building Fundamentals in Mathematical Reasoning**

At 10:00-11:15 a.m.

As educators, we must prepare students with both the content and test-taking knowledge to be successful with high stakes tests. This session will provide participants key teaching points and strategies about test-taking in general, GED® specific skills and strategies, and web-based tools and resources to support adult learners.

**Picture Books Aren't Just For Children: How to Use Picture Books to Teach Vocabulary, Comprehension, and Writing Skills to Adults**

In this workshop, we will read and analyze Picture books, a mainstay in public libraries, and through hands-on tasks different ways to increase the rigor of our English language instruction while emphasizing the joy of the growth mindset approach (Dweck, 2007). Together we will focus on techniques for integrating academic language, critical thinking, and language strategies into English language lessons for learners at all levels.

**Teaching the Writing Process**

1:45-3:00 p.m.

3:15-4:30 p.m. (repeat)

This workshop will demonstrate by example, and participants to practice using them.

**Building Fundamentals in Mathematical Reasoning**

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that meets college (and university) level standards. The content of this workshop can also be easily adapted for students as young as middle school and has been designed to simplify the often-intimidating process of essay writing. It will be especially helpful for tutors who work with learners whose needs have not been met by conventional English reading and composition course approaches.

**Using Qualitative Data Collection Methods as a Means to Capture Tutor-Learner Progress and Program Efficacy**

1:45-4:30 p.m. (double session)

This workshop is appropriate for tutors who want to reflect on their own support strategies and for program directors and administrators who want to report on how their program impacts learners in ways that quantitative data and statistics do not show. The workshop will show participants how to write qualitative fieldnotes as a way to collect data about tutor-learner interactions. We will go through the data collection process, then walk through the process of analyzing data to make conclusions about tutor-learner progress and the implications that progress has for program efficacy. The data collection methods covered in the workshop will apply to long-term and short-term timeframes and to tutors who work with the same or different learners throughout their service. Participants will learn how to collect, analyze, and present their data in compelling, academically rigorous ways, with implications for tutor growth and program accountability.

**5/11**

**Smartphones Meet Literacy: Engage Your Learners with an App! Adult Learners Love their Smartphones!**

10:00-11:15 a.m. (repeat)

See how tutors and instructors blend smartphone-based literacy instruction into their own teaching. The Learning Upgrade app uses video, music, and games to keep learners engaged and coming back for more. Tutors can monitor progress and see a detailed assessment of each learner’s reading abilities. This data can help the tutor tailor lessons to meet each learner’s needs. We will look at the experience of Sweetwater Adult School with over 500 local adult learners. Bring your smartphone and join us for apps, music, and fun.

**15/21**

**Comparative Approaches to Teaching Phonics**

8:30-9:45 a.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.

**Kristi Reyes** has taught ESL to adults in San Diego County since 1998 in credit and noncredit community colleges, refugee resettlement programs, and workplaces. She is currently a fulltime instructor at MiraCosta College in Oceanside and a technology trainer, columnist, and consultant for the Outreach for Technical Assistance Network (OTAN), a division of Adult Education in the California Department of Education, and a facilitator for Communities of Practice and online professional development courses for California Adult Literacy Professional Development Project (CALPRO).

**Knowing a Word v. Owning a Word: Best Practices for Deeper Vocabulary Learning**

1:45-3:00 p.m.

This interactive workshop will cover what it means to “know a word,” how to choose words to explicitly teach, and which can be left to incidental learning, and how to use an effective research-proven six step process to help learners better acquire and retain vocabulary. Discover how scaffolding and repetitive exposure to new words are necessary for learners to transfer new vocabulary from their receptive to productive knowledge. Resources including Web sites and apps appropriate to each step of direct vocabulary instruction will be provided.

**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. With over twenty years of experience she has founded her newest learning center, Integrative Learning, where she has several learning coaches.

**1/7**

**Vinod Lobo, Lead Presenter**, has worked with Adult Ed programs over the past 15 years. As the leader of Learning Upgrade's Adult Literacy XPRIZE team, he oversees development of a mobile app to help low-literate, low-income adults make literacy breakthroughs with their own smartphones. Working with Sweetwater Adult Education instructors, he has developed a blended learning program for adult school ESL and ABE instructors to engage learners in class and at-home through smartphones. Kevin T. Leonard, co-presenter is an instructor at Sweetwater Adult Education. He tracks and monitors student progress in Distance Learning including English as a Second Language, Basic Communications, and High School Equivalency. His involvement with Learning Upgrade includes editing programs, printing certificates, training teachers, and training students how to use the program on their cellular phones.

**Mary Murphy**, Co-presenter, oversees the ESL program for Sweetwater Union High School District's Division of Adult Education.

**Lisa Wilson-Scharmann**, Co-presenter, is an instructor at Sweetwater Adult Education. She teaches multi-level ESL classes. Lisa was the first instructor to use the Learning Upgrade smartphone app with learners.

**Kevin T. Leonard**, Co-presenter, is an instructor at Sweetwater Adult Education. He tracks and monitors student progress in Distance Learning including English as a Second Language, Basic Communications, and High School Equivalency. His involvement with Learning Upgrade includes editing programs, printing certificates, training teachers, and training students how to use the program on their cellular phones.

**Kerry McVay** began her career as an elementary school teacher. After receiving her Master's in Education, she gained experience teaching ESL students in the United States and internationally. Upon moving to San Diego, she began working for the International Rescue Committee and continues to teach, primarily to refugees. As the Youth Instructional Specialist at the IRC, she teaches a variety of leveled classes, which focus on future employment and education. She has also helped manage an after school tutoring program for newly arrived refugees, and has held trainings to prepare tutors for this program.

**3/9**

**The Refugee Experience and Vocational ESL Learning**

8:30-9:45 a.m.

Our presentation will focus on how the “refugee experience” shapes the way refugee students learn. Refugees are immediately confronted with barriers to learning upon arrival; but, are expected to jump into mainstream classrooms or immediately embark on a path to financial self-sufficiency. I will discuss the IRC focus on bilingual and culturally sensitive approaches to rapid English language acquisition and US acculturation. We will have an opportunity to examine best practices for tutoring newly arrived refugee clients.

**Elena Mendoza** began her work as...
Dr. Krashen is the cofounder of the Natural Approach which revolutionized the second language classroom. His well-known theory of second language acquisition consists of five main hypotheses: acquisition-learning hypothesis, monitor hypothesis, natural order hypothesis, input hypothesis, and affective filter hypothesis. Dr. Krashen argues that reading is an important aspect of language acquisition. “People acquiring a second language have the best chance for success through reading.”

Dr. Krashen is the recipient of multiple awards, including the Mildenberger Award, the Paul Pimsleur Award, the Robert J. Ludwig Distinguished National Leadership Award, and inductee to the International Reading Association’s Hall of Fame. Professor Krashen speaks English, French, German, Hebrew, Amharic, Yiddish, and Spanish. He is now attempting to acquire Mandarin, while he is still young, at age 75.

He was the 1977 Incline Bench Press champion of Venice Beach, California. Please follow him on twitter (skrashen), so he can achieve his goal of catching up to Justin Bieber.

**Literacy development: The easy way is the only way**

What research tells us about how we learn to read: The importance of read-alouds, stories, the limits of phonics, and the amazing power of self-selected reading; this is not only the easy way, it is the only way to literacy development for young readers, older readers, first language acquirers, and second language acquirers. And it is easier, and more pleasant for both students and teachers.

It can only work, however, if readers have access to comprehensible and truly interesting reading material. For many readers, the library is their only source of interesting reading.
### Registration Form

Detach this registration form and return it with your payment in the enclosed envelope to:
READ/San Diego ■ San Diego Central Library @ Joan 
Irwin Jacobs Common
330 Park Blvd. ■ San Diego, CA 92101
Register online at http://friendsofreadsd.org or fax form to (619) 533-3217

☐ Enclosed is my $35 early registration fee (until June 5th). Please make your personal check or money order payable to:
Friends of the READ/San Diego Literacy Programs.

☐ Enclosed is my $45 standard registration fee (after June 5th).

☐ 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 on 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

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Please Select your 1st through 4th choices in each of the four strands on this registration form.

THE DEADLINE FOR EARLY REGISTRATION IS 5 P.M. ON MONDAY, JUNE 5, 2017.
REGISTRATIONS RECEIVED AFTER 5 P.M. WILL BE CHARGED AT THE $45 RATE.
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