

Title of Presentation	Session Description	reishnick@gmail.com	Email(s)	Room	Time
Bridging Cultures: Implementing MTSS in Dual Language Programs with a Culturally Responsive Approach	Discover how Robbinsdale Spanish Immersion School successfully integrated a Multi-Tiered System of Supports (MTSS) while preserving the integrity of their dual language program.	Alejandra Estrada; Lisa Marquardt	alejandra_estrada@rdale.org; inmarquardt@gmail.com	2-3	12:45-1:45
A Collaborative Approach to Integration of Language and Science	As science teaching and learning evolves with its 3-dimensional and phenomena-based approach, multilingual learners have more opportunities to actively engage with science content. By understanding state standards and adopted curricula, teachers can collaborate to develop a more rigorous and accessible instruction for all learners.	Jessica Reese, Jaime Dery	jessica.reese@spps.org; jaime.dery@spps.org	6	11:15-12:15
A Multimodal Approach to Text Deconstruction	Are you interested in strengthening writing instruction? This session will use a multimodal approach to illustrate how text deconstruction is used throughout the teaching and learning cycle to support writing skills and style across word, sentence and discourse dimensions. Participants will leave with actionable strategies to enhance instruction in writing skills across all content areas.	Ashley Karlsson, Eli Zimmerman	akarlsson@ssc.coop; eli.zimmerman@brightworksmn.org	14	1:45-3:15
A Neuroscience-Based Approach for Acquiring Vocabulary: Movement, Mindfulness, and Music	This innovative session introduces embodied semantics as a new approach to teach vocabulary through using movement, mindfulness, and music. The method allows ELLs to personalize and internalize lexical items at a heightened level. Participants learn the method and practice it to help their ELLs use vocabulary with ease and enthusiasm.	Patrick T. Randolph	creative.ideas.4.english@gmail.com	8-9	2:00-2:45
A Translanguaging Pedagogy: Working Towards Equity and Social Justice for Bi/Multilingual Learners Part II	Participants will be actively involved in this session, with opportunities to ask questions, engage in discussions, and brainstorm ways to implement translanguaging theory and pedagogy in their contexts. This session is designed for K-12 teachers, school and district leaders, multilingual directors, and instructional coaches.	Dr. Susana Ibarra		Grand Ballroom	11:15-12:25
A Translanguaging Pedagogy: Working Towards Equity and Social Justice for Bi/Multilingual Learners Part I	Translanguaging is not just a theory but a practical, culturally, and linguistically sustaining way for educators to work with bi/multilingual students. This presentation first explores translanguaging as a theory and then demonstrates how to apply that theory to practice across different K-12 classrooms. Emphasis is placed on how translanguaging theory and pedagogy can enhance socio-emotional identities and contribute to movements for equity and social justice for historically marginalized students. Understanding and applying these concepts can significantly improve the learning experience for bi/multilingual students.	Dr. Susana Ibarra		Grand Ballroom	9:00-10:00
AI Tools for Culturally Responsive ELL Reading Instruction	AI tools can save hours of labor-intensive planning in creating reading curriculum that helps students acquire comprehension skills, target vocabulary and grammar in the context of culturally relevant texts. Research shows strong relationships between reading comprehension, grammar and vocabulary knowledge, as well as greater student engagement with text choice. Multiple AI tools can help tailor curriculum around student needs and interests.	Maureen Smith Martindale	MaureenMSmith987@yahoo.com	6	10:15-11:15
Aligning Bloom's Taxonomy with Gardner's Multiple Intelligences for Assessment in the Adult ESL Classroom	A simplified approach to formative and summative assessments that unites Bloom's Taxonomy of Learning with Gardner's Multiple Intelligences.	Marshelle Machtan	marshellemachtan@gmail.com	10-11	12:45-1:45
Amplifying Student Voice through the Latino Poetry Anthology, Places We Call Home	Explore how the new Latino poetry anthology Places We Call Home can be a powerful tool to engage multilingual learners and create inclusive, culturally responsive classrooms. We'll discuss strategies for using poetry to enhance ethnic studies, language instruction, and creative writing while supporting diverse student identities. Learn more about the anthology and supplemental resources. This session is offered through the Minnesota Humanities Center.	Lupe Castillo	eden@mnhum.org	13	2:00-2:45
An Analysis of Subject Ellipsis Errors in Somali Students' Essays	Somali is not a Pro-drop language, yet nine of 20 essays (45%) written by college-bound Somali students contain subject ellipsis errors. Negative transfer from their L1 is suspected because in Somali the second verb of compound and complex sentences lacks an overt grammatical subject. A verb without a subject is a serious grammatical mistake in academic writing. We investigate the issue and provide tips on how teachers can help their Somali students overcome this syntactic challenge.	Dina Gadieva, Ettien Koffi	gadievadina@gmail.com; enkoffi@stcloudstate.edu	10-11	3:00-4:30
Assets not Deficits. Empowering Newcomers	Assets not Deficits. Empowering newcomers While newcomers face unique challenges in their journey of second language acquisition, leveraging what they bring to the classroom can significantly impact student outcomes. Participants will gain a deeper understanding of how to honor, celebrate and affirm the cultures and languages of their students and leverage those assets to help students meet content standards while acquiring language proficiency.	Kim Miller	kmiller@vistahigherlearning.com	10-11	4:45-5:30
CANCELLATION Boosting Connection with Multilingual Families: Strategies for Translation and Interpretation	This session focuses on enhancing communication between schools and multilingual families to support student success. Attendees will explore challenges faced by multilingual families, learn strategies for inclusive communication, and gain practical tools for building stronger connections. Through interactive activities and presentations, participants will acquire valuable insights to create more inclusive school environments.	Helen Cohen, Becky Edvalson	helen@reachmyteach.com; becky@lexikeef.com	8-9	3:00-4:30

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Building a Decentralized OER Image Network for Materials Development	This presentation will persuade educators and material developers to join the Open Educational Resource (OER) movement by creating personal image repositories for educational materials development and starting a decentralized network of like-minded TESOL professionals. Attendees will learn the what, why, and how to join or start a decentralized OER network.	Nick Reishus	reishnick@gmail.com	13	10:15-11:15
BurlingtonEnglish/Prepare for CASAS STEPS Overview	Come join our session to learn about how Burlington English can help prepare your students for the new Prepare for CASAS STEPS assessment. In this session, we will cover the new Burlington English CASAS STEPS feature, how to use it to help with student testing anxiety, and how you can use Burlington Core to help your students achieve skill gains on CASAS STEPS.	Xue Xiong, Angela Donlon	jennarose.d@burlingtonenglish.com; angela.d@burlingtonenglish.com	14	10:15-11:15
Caminos Hacia El Bilingüismo: Developing Critical Consciousness through Youth Participatory Action Research (YPAR)	Building pathways to biliteracy and nurturing educational success for emergent bilingual (EL-identified) students requires that our DLBE programs begin with the perspectives of bi/multilingual students and their families. We need to critically listen to those we serve, dig into local histories of struggle for linguistic justice, work through any potential discomfort, and interrogate hegemonic structures of power – these are the actions involved in working toward critical consciousness. To illustrate this process, I'll share our recent work with bi/multilingual youth on the Caminos project in Colorado. Caminos Hacia el Bilingüismo - co-led by my doc student Laura Meinzen and my colleague Michelle Valladares - engages emerging bilingual, heritage, and newcomer high school youth in action research to collect and analyze data in their own school and home communities. They share their findings with their teachers and school/district leadership, and also with educational researchers, to create stronger pathways for biliteracy and ensure access for all multilingual learners. Youth earn dual credit at CU Boulder and their high school, they learn the tools of inquiry, and they develop their own biliteracy since both our workshop and their final presentations/reports aim to engage their full linguistic repertoires. I can't wait to share what they're doing!	Dr. Deb Palmer		Grand Ballroom	9:00-10:00
Collectivism in the Classroom	Introduction to the collectivist experience of EL groups and explore the intersections between collectivism and individualism in the classroom.	Myrna Abrego	myrna.abrego@spps.org	4	2:00-2:45
College Interest Section Meeting	In the MinneTESOL College Interest Section meeting, a panel of CIS members will share their experience developing multilingual college students' social language and conversation skills through encouraging student engagement and English practice outside of class. Participants will discuss how to help break students out of their comfort zone to make small talk, make friends, and become more involved in the campus community. Members will also discuss spring workshop plans and other IS business.	David Atterberry, Troi Ferguson	atte0009@umn.edu; fergu721@umn.edu	13	3:00-4:30
Comprehensive Professional Development for Multilingual Learner Instruction: Utilizing Project MOMENTUM Resources	Discover Project MOMENTUM's extensive CEU courses and credentialing pathways for multilingual education. This session presents free resources to enhance instruction and professional development, offering practical scenarios and tools for local implementation. Ideal for teachers seeking CEUs and leaders planning district-wide professional learning.	Kendra Katnik, Merissa Russie, Claudia Tabin, Ashley Karlsson	kkatnik@ssc.coop	14	11:15-12:25
Creating "The Advocates": One School's Story of Community Engagement for Legislative Action	Discover how one public charter, Lakes International Language Academy (LILA), created a group of advocates that includes parents, staff, community members, and students who are focused on legislative challenges affecting equitable school funding. This session offers actionable strategies and examples to empower your own community in effective advocacy!	Jonell Pacyga, Kathy Bystrom	jonellpacyga.com; kbystrom@mylila.org	13	12:45-1:45
Creating Systems of Opportunity to Exceed Expectations for Reclassification and Biliteracy	The session will explore bridging the gap between reading science and classroom practice, particularly for multilingual learners (MLLs). Emphasis will be on culturally and linguistically responsive strategies in multiliteracy education. Participants will learn to integrate language and foundational skills effectively, fostering language expansion, knowledge building, and deep comprehension while honoring diverse linguistic and cultural backgrounds.	Colin Fowich, Rebecca Elias	linda.marichal@summitk12.com; colin.fowich@summitk12.com;	4	10:15-11:15
Critical Language Awareness	Critical Language Awareness (CLA) supports learners to develop critical perspectives of intersections between language and power. This session will merge DEIB and CLA concepts, as a framework for language teacher education programs and classroom EL teachers. Participants will reflect on practical strategies to intentionally welcome diversity, harness equity, embed inclusion, and foster a sense of belonging in language education.	Shannon Tanghe	shannon.tanghe@metrostatede.edu	14	2:00-2:45
Culturally Rich Resources for All Learners	Looking to engage multilingual students and create a more inclusive classroom? Explore the Minnesota Humanities Center's Absent Narratives approach, featuring award-winning resources like Somali bilingual books and biographies of Dakota and Ojibwe leaders. Learn why integrating these materials is essential for creating culturally responsive classrooms that benefit all students. Most of these resources are available online for free.	Eden Bart	eden@mnhum.org	4	10:15- 11:00
Culture of Language Acquisition	Building a culture of language acquisition and co-teaching strategies for all students, staff, and the community. Applicable strategies and resources will be shared including the Language Packet, culturally authentic library, graphic organizers, vocabulary cards, "line mines," and many more!	Sean Kunkel Ko, Jesica Linker	Sko0001@sowashco.org; jlinker@sowashco.org	15	11:15-12:25

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Diving Deeper into ACCESS Data: Unpacking the MDE Guidebook	Explore new depths with your ACCESS data! We will unpack MDE's Guidebook: Exploring ACCESS for ELLs Data with an exploration of data analysis best practices, visualizations, guiding questions, and insights for enhancing instruction. Participants will engage in model data discussions and begin planning next steps to make their ACCESS results accessible and actionable. Whether you love swimming in numbers or struggle to keep your head above water, this presentation is sure to make a splash.	Dean Reasoner, Bri Cermak, Kat Edwards, Michelle Niska	Dean.Reasoner@state.mn.us; bri.cermak@state.mn.us; katherine.edwards@state.mn.us; michelle.niska@state.mn.us	8-9	1:45-3:15
Early Learning Standing Committee	Early Learning Standing Committee Meeting: Please join us to discuss EL Teachers in the Early Childhood Settings. We have special guests Zang Vang-Lee and colleagues from the Hmong Early Childhood Coalition who will be sharing information with us.	Lorna Larson, Michael Bowlus , Zang Vang-Lee	larsonlorna@district279.org; michael.bowlus@state.mn.us	13	3:30-4:30
Effective Practices from my EL Classroom for Secondary School Students	This presentation will explore effective strategies for helping English Language Learner (ELL) students succeed in school settings. It will focus on individualizing instruction and using data from language development resources across content areas. The session is designed for teachers, administrators, and support staff seeking to optimize their instructional approach for ELLs.	Mara Borges, Scott Mader	mara.gatewood@spps.org; scott.mader@imaginelearning.com	12	4:45-5:30
eLibrary Minnesota and Ebooks Minnesota: LOTE and accessibility tools	Relevant to all conference attendees, eLibrary Minnesota and Ebooks MN, contain information resources for ALL ages that are accessible, translatable, shareable, and available in some case in Languages Other Than English. Beth Staats will demonstrate how to access, search, and utilize the information resources available within these free statewide resources.	Beth Staats	fried004@umn.edu	6	4:45-5:30
Empowering Newcomer Students with Accessible Bilingual Books	Green Card Voices' "OUR STORIES CARRIED US HERE" is a bilingual graphic memoir series written by former ML students in languages like Spanish, Arabic, Hmong, Khmer, and Ukrainian. It emphasizes language mindfulness, access, and empowerment, fostering academic success, cultural pride, and inclusion while amplifying young immigrant voices through storytelling.	Tea Rozman, Kim Uy	tea@greencardvoices.org	6	3:30-4:30
Engaging Students in Standards-based Communication by Making Slime	Looking for a way to engage emerging language learners in academic language? Participants will make slime and explore important language functions and features found in the genre of procedures. MLs' language samples will illustrate targeted language instruction topics, equipping educators with a fun and practical approach to fostering academic language development.	Steve Wicht	s.r.wicht@gmail.com	14	3:30-4:30
Engaging Youth in Action Research: Keynote Q/A and a Workshop about Building Pathways to Biliteracy with YPAR	Building pathways to biliteracy and nurturing educational success for emergent bilingual (EL-identified) students requires that our DLBE programs begin with the perspectives of bi/multilingual students and their families. We need to critically listen to those we serve, dig into local histories of struggle for linguistic justice, work through any potential discomfort, and interrogate hegemonic structures of power – these are the actions involved in working toward critical consciousness. Caminos Hacia el Bilingüismo - co-led by my doc student Laura Meinzen and my colleague Michelle Valladares - engages heritage bilingual and newcomer high school youth in action research to collect and analyze data in their own school and home communities, share their findings with their teachers and school/district leadership, and create stronger pathways for biliteracy that ensure access for all multilingual learners. Learn how to create a YPAR workshop in your context to leverage the tools of inquiry to empower multilingual learners.	Dr. Deb Palmer		Grand Ballroom	12:45-1:45
Enhancing English Learning for Newcomers Using Smartphones	In an increasingly digitally dependent world, smartphones offer immense potential in the acquisition of English, especially for newcomers. This workshop aims to equip teachers with practical strategies to integrate smartphone technology into their lessons using free applications that are easily accessible.	Jose Torres	jvmyka@gmail.com; iwanttolearnenglish3@gmail.com	6	2:00-2:45
Enriched Language Learning Through Mindfulness and Exercise-Based Brain Boosters	This energy-filled workshop offers substantial research in applied neuroscience and groundbreaking studies in cognitive psychology that show the crucial importance of brain boosters. A number of fun and effective brain boosters for the mind and body are demonstrated through innovative mindfulness and meditation techniques, creative dance, yoga, and physical exercises.	Patrick T. Randolph	creative.ideas.4.english@gmail.com	12	12:45-1:45
Equity in the Language Classroom: Embracing Gender-Just Pedagogies for a more Inclusive Environment	Discover the transformative power of gender-just pedagogies in this professional development session. Explore theoretical foundations and practical strategies for fostering inclusivity, drawing on insights from educators and students. Equip yourself with tools to create an equitable learning environment, essential for modern education's commitment to equity and justice.	Fernando Lesniak	FernandoLesniak@gmail.com	6	10:15- 11:00
Exploring and Expanding Linguistic Ideologies Through Metaphor	Discover metaphor as an innovative approach to deepen language understandings which support the use of a full linguistic repertoire. We will explore practical methods derived from recent research on language teacher perspectives, with time to explore one's own perspective as well as space to adapt activities for use with students at any level.	Jonell Pacyga	jonell@pacyga.com	5	2:00-2:45

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Exploring Student Writers' Practices and Perceptions of Peer Response: A Case Study of a Cross-Cultural First-Year Composition Class	Peer Feedback has become common in most academic institutions. It improves students' writing as peers provide more positive comments, which may motivate them to improve their writing. This study will observe the practices and perceptions of multilingual and mainstream students regarding peer response and how it is reflected in their writing performance.	Keshari Rana Thapa	keshari.rana@mnsu.edu	15	2:00-2:45
Fighting for our Field: The Power of Teacher-Guided Professional Learning	Tired of irrelevant professional learning? Join us to learn techniques for identifying and advocating for relevant PL. We share how multilingual educators can guide collaborative approaches to PL and showcase instructional tools, materials, and assessment examples from teacher-guided PL. This session aims to empower multilingual educators to meet their students' needs through relevant PL.	Angela Froemming, Carrie Sorenson, Cynthia Lundgren	afroemming02@hamline.edu; carrielynnsonson@gmail.com	12	10:15- 11:00
Fostering Growth and Leadership through Teacher Professional Development	Explore how teacher professional development can create an environment for teacher growth and leadership to enhance language development instructional pedagogy while building from teacher knowledge and strengths. The design of the professional development will be shared and how it improved instruction and student outcomes.	Kris Melgar	Kristine.Melgar@spps.org	15	10:15- 11:00
From Classroom to a Legislative Bill into a Law: Plain Language Bill for an Equitable Driving Test	In this presentation, I will share the political process of getting a bill passed into a law with my fellow educators and other professionals. I would also like to discuss what other issues educators might take up next for the betterment of their students and share with their policy makers.	Amna Kiran	amna.kiran@ahschools.us	12	10:15-11:15
Generative AI and L2 Writing: How can AI Tools Promote Language Learning?	This presentation shares insights and results of a research project that explicitly used generative AI in a writing classroom. Students were asked to use Microsoft Copilot throughout the writing process following their initial student-generated work. Results point to the benefits of using generative AI to complement instructor and peer feedback.	Darren LaScotte	lascotte@umn.edu	10-11	2:00-2:45
Get Involved with the MinneTESOL Journal! [1]	Whether you are a new practitioner, first-time author, seasoned professional, or teacher educator, getting involved with the MinneTESOL Journal can help you develop and share your expertise. In this session, participants will explore the various ways in which they can contribute to the success of the Journal as an author, reviewer, mentor, and more! [2]	Suzanne McCurdy; Holly Krech Thomas	suzanne.mccurdy@gmail.com; hollykrechtthomas@gmail.com	12	2:00-2:45
Getting to the Core EL Program	Regardless of funding available in a district, there are basic requirements around serving multilingual students with English learner status to which all districts must adhere. Participants will gain understanding the history of advocacy for students' rights, core EL programming requirements and be better equipped for advocacy in their districts.	Julie Chi	julie.chi@state.mn.us	14	4:45-5:30
Got Reluctant Writers? Setting Up Students for Successful Writing Assessments	Gathering baseline proficiency data helps determine instructional language targets. But how can you gather useful data from reluctant and low proficiency students? This session demonstrates techniques to connect with students' funds of knowledge and prepare students for success prior to gathering a writing or speaking sample. Join us to learn how!	Carrie Sorenson, Cynthia Lundgren	carrielynnsonson@gmail.com; clundgren01@gmail.com	7	3:30-4:30
How to Budget Title III Funds and Avoid Supplanting	Administrators working with Title III EL funds face "supplement not supplant" provisions that are restrictive and complicated. This presentation discusses EL-related ESSA and Civil Rights legal requirements and helps administrators determine allowable uses of Title III funds and how to budget Title III funds to avoid supplement not supplant violations.	David Holbrook	djhobrook14@gmail.com	8-9	3:30-4:30
Inclusive Connections: Engaging Multilingual Families	Engaging multilingual families is crucial for an inclusive school community. Our interactive workshop leverages insights from Maine's multilingual families and school-based interpreters. Participants will explore strategies for engagement, parent empowerment, and communication compliance. Through expert insights, discussions, and hands-on activities, attendees will gain actionable ideas to ensure every family feels valued and involved in their child's education.	Helen Cohen, Becky Edvalson	helen@reachmyteach.com; becky@lexikeet.com	8-9	4:45-5:30
Inclusive School Outreach: A Panel Discussion on Communication with Families	Join community liaisons, ESOL teacher, and administrator as they discuss how they support school-home communication. From diverse communication needs, to best practices for engagement for families and educators, to security concerns, our panelists share insights for inclusive communication strategies. Join in on the conversation on how to best engage and communicate with families!	Helen Cohen	helen@reachmyteach.com	5	10:15- 11:00
Influence of Interdisciplinary Collaboration on Student Achievement in the Co-Taught Classroom with Various Levels of Multilingual Students	This presentation will address the implementation of collaborative structures in the classroom between content teachers, EL teachers, and literacy specialists. As challenges to ML student literacy continue, increasing collaboration between aforementioned educators fosters student improvement. The presentation will focus on incorporating strategies and practices that facilitate improvements to student literacy.	Anastassia McNulty, Chelsea Bowker, Austin Castro	Anastassia.McNulty@isd742.org; Chelsea.Bowker@isd742.org; Austin.Castro@isd742.org	4	11:15-12:25

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Interviewing Story Characters to Develop Critical and Creative Thinking	This teaching tip demonstrates a very powerful multi-skills activity that employs student-generated interviews with story characters from short stories as a way to develop critical and creative thinking skills as well as an understanding and empathy for the other. A detailed lesson plan and student sample are available for attendees.	Patrick T. Randolph	creative.ideas.4.english@gmail.com	15	3:00-4:30
K-12 Multilingual Students and the Science of Reading	How do we support MLs in building literacy? What role do the mainstream and ML teachers play? Participants will examine research regarding the needs of MLs through SOR and how schools approach the responsibility of ML outcomes in reading.	Mandy Erlandson, Qurina Slayhi, Nate Manaen	mandy.erlandson@ahschools.us; Qurina.Slayhi@mpls.k12.mn.us; natemanaen@gmail.com	5	3:30-4:30
Language Development in Elementary Mathematics Classrooms [3]	One standard in the 2022 Minnesota academic math standards requires students to "construct viable arguments and critique the reasoning of others" (MP3). This session looks at developing language-rich math classrooms, whether or not students are native or multilingual speakers. We will look at how math and language arise together. [4]	James Brickwedde	jbrickwedde@projectmath.net	2-3	4:45-5:30
Language of Identity, Language of Access: Practical Applications of Theory	Language teachers often have two competing roles: to provide students with academic language and to sustain home language and identity. Benegas and Benjamin's new book, Language of Identity and Language of Access (LILA): Liberatory Learning for Multilingual Classrooms provides a guide for how to do both.	Michelle Benegas, Natalia Benjamin	mbenegas01@hamline.edu; natalia.alvarez.benjamin@gmail.com	5	1:45-3:15
Learner Portraits: Strategies for Implementing WIDA's Big Ideas	This session introduces the Learner Portrait as a strategy to humanize and center multilingual voices in an asset-based approach to implementing WIDA's Four Big ideas. Participants will learn about how one large urban district used Learner Portraits throughout their implementation process to support teachers' and leaders' dual role of advocacy and instruction for multilingual learners. Participants will leave with tools and strategies to implement Learner Portraits in their local context.	Kate McNulty, Christine Kennedy, Laura Byard	katherine.mculty@mpls.k12.mn.us; Christine.Kennedy@mpls.k12.mn.us; laura.byard@mpls.k12.mn.us	5	10:15-11:15
Learning from Minnesota's Experiences: Family Engagement Success Stories	A panel discussion featuring Minnesota educators and administrators sharing their successful family engagement strategies. Learn about effective practices, overcome challenges, and participate in a Q&A session to gain tailored advice. Discover fresh ideas to enhance family engagement in your school community by learning from their experiences.	Brian Cashman, Kari Xiong-Carlson	bcashman@gced.k12.mn.us	13	1:45-3:15
Let's Talk! Using preLAS and LAS Links to Cultivate Oracy	Reading requires strong oral language skills, and LAS Links provides important data on how a student's oracy is developing in English and/or Spanish. We will examine how LAS Links oral and literacy language data can inform teaching. From fostering vocabulary acquisition to improving comprehension skills, we will explore strategies that integrate oracy development into literacy instruction effectively, equipping students with the skills needed to excel in spoken and written communication.	Michele Ruszkowski	mruszkowski@datarecognitioncorp.com	5	11:15-12:25
Linking Writing Instruction to the Science of Reading: A Genre-Based Approach	This interactive workshop explores the relationship between a genre-based approach to writing instruction and the Science of Reading (SoR). We will discuss how principles supported by both a genre-based approach and the SoR can be implemented in the classroom through the use of the Teaching and Learning Cycle.	Angela Froemming, Emily Mattson, Marisa Knoss	afroemming02@hamline.edu; emily.mattson@isd623.org; marisa.knoss@isd623.org	6	1:45-3:15
Looking at Cultural Liaisons' Roles and Responsibilities through an Equitable Collaboration Lens	Cultural liaisons are important to the K-12 public school system. Liaisons bridge two sometimes very different worlds: culturally and linguistically diverse families and the public school, helping families navigate their child's education while deepening staff's cultural awareness. This study examines liaisons' roles and responsibilities through an equitable collaboration lens. Results of the study suggest ways districts can strengthen bridges between schools and families to increase equity.	Kelly Firkins	firkins.kelly@gmail.com	7	10:15- 11:00
Math Language Routines: Getting MLs Speaking and Writing Like Mathematicians	Are you looking for ways to get your multilingual learners (MLs) speaking and writing like mathematicians? Math Language Routines (MLRs) provide a structured approach to developing the mathematical discourse of all your students. In this session, you will experience three MLRs (Stronger and Clearer Each Time, Information Gap, and Critique, Correct, Clarify) from the student perspective, reflect on how this can be applied to your setting, and walk away with materials you can use immediately.	Graham Litterst	graham.litterst@isd742.org	7	1:45-3:15
MinnABE, Minnesota's Association of Bilingual Education	Are you looking for your people in bilingual education? We are here! Come learn about our state's new professional organization for educators interested in everything bilingual. We offer an annual conference, membership, advocacy strategies, and networking for bilingual educators across the state for all partner languages and all bilingual program types.	Mary Hudgens Henderson, Kaari Rodriguez	mhudgenshenderson@winona.edu; krodriguez@myjila.org	6	12:45-1:45
MinneSLIFE Standing Committee Annual Meeting: Distinguishing Newcomers/RAELs and SLIFE	We will share this year's Minnesota SLIFE count & do a group check-in on SLIFE trends we are seeing. We will then consider the distinctions between Newcomers/RAELs and SLIFE, reviewing how the Native Language Literacy Assessment and other screening approaches can be using during intake to make the Newcomer/SLIFE distinction, and imagining ways to hold effective conversations about Newcomer/RAEL vs. SLIFE learning paths with teachers, administrators, and counselors.	Jill Watson, Martha Bigelow	watson2@stolaf.edu; mbigelow@umn.edu	5	4:45-5:30

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Minnesota's Mobile Migratory Students – Growing Awareness	This session will increase educator awareness of the unique needs of migratory children resulting from a highly mobile lifestyle, who enroll in Minnesota districts both during the school year and summer. The presenters will provide definitions, data and resources to inform participants' work in supporting migratory children and families.	Julie Chi, Linda Fournier, Claudia Mladek	julie.chi@state.mn.us; linda.fournier@tvoc.org; claudia.mladek@tvoc.org	13	11:15-12:25
Multilingual Classroom Encounters with Science of Reading Curricular Initiatives	As more states pass "Science of Reading (SOR)" policies to shift reading instruction, we sought to understand how elementary multilingual learners and teachers experience this transition. This presentation shares relevant research, findings from our two-year investigation, and a discussion on how to ensure equitable literacy instruction for MLs.	Michelle Benegas, Anne C. Ittner, Letitia Basford, Stephanie DeFrance	mbenegas01@hamline.edu; acittner@gmail.com; lbasford01@hamline.edu; stephanie@defrancesolutions.com	12	3:30-4:30
Multilingual Learners Succeed with SIPPS! The Power of Differentiated Foundational Skills Instruction	Differentiated and data-based foundational skills instruction is the most effective way to develop accurate and automatic readers. Join us in this interactive session to experience carefully designed foundational skills lesson structures that integrate best practices for Multilingual Learners. Walk away with evidence-based approaches to ensure students develop critical word analysis skills including phonological awareness, decoding, word recognition and morphology.	Veronica Vasquez	kcortelyou@collaborativeclassroom.org	15	4:45-5:30
No More Duck Lips: Social Media for ESL Professionals	This session explores best practices for ESL professionals utilizing social media (SM) to enhance professional development. We will examine effective strategies for networking, sharing resources, and fostering a collaborative online community. Attendees will gain insights on leveraging platforms like Twitter/X, LinkedIn, and Facebook to maximize their professional impact.	Catherine Clements, Amy Young	cleme050@umn.edu; amy.young@state.mn.us	2-3, 8-9	10:15- 11:00
NOUN PLURALIZATION ERRORS IN SOMALI L2 WRITING	Writing error-free papers is vital for academic success, yet Somali L2 writers often struggle, particularly with numeral and quantifier agreement. Analyzing 20 essays reveals that 11 of 20 essays contain 26 noun pluralization errors, yielding an error rate of 2.36 per essay. Our analysis aims to identify these issues and provide recommendations to reduce such errors, ultimately enhancing Somali L2 learners' writing accuracy.	Pooja Basnet, Franklin Lizama, Ettien Koffi	pooja.basnet.2@go.stcloudstate.edu; fergu721@umn.edu	15	10:15-11:15
Online Teaching Tools to Support Interactive Learning	Speedy technological development is causing an increased demand for using elements of teaching/learning online. Depending on circumstances, they have become a worthy alternative or support to traditional educational practices. The presentation suggests some tips that can contribute to meeting new educational requirements of the digital transformation.	Nadejda Bacimanova	nadejdabach@gmail.com	6	12:45-1:45
Parent Engagement: Bridging the Gap with School-to-Home Communications	Join Jamie in exploring the MDE prepaid resource for Parent Notices. All LEAs have free and unlimited access to the online libraries of notifications.	Jamie Osgoodby	jamie@transact.com	2-3	10:15-11:15
Power Of Movement For Adult Basic Education	Come learn about the power of kinesthetic movement for Adult Basic Education. Movement is beneficial for students of all ages. I am conducting research on movements used in the classroom: Why are certain movements used? How do they benefit Adult Basic Education? How can teachers incorporate movement in the classroom? Come explore these questions with me.	Lindsay Hodge	lindsay.hodge@maine.edu	15	12:45-1:45
Ready, set, ¡vámonos! Biliteracy Units In Action	We'll explore practical applications of the Biliteracy Unit Framework (Beeman & Urow, 2012), integrating oracy, background knowledge, comprehension, writing, and foundational skills and the culminating performance task. We will showcase how BeGLAD strategies have elevated oral language development and how The Bridge at is used for cross linguistic transfer. Participants will leave equipped with new strategies to implement and a deeper understanding of how the BUF looks in daily lessons.	Natalie Garcia, Beth Villalobos	natalie_garcia@rdale.org; beth_villalobos@rdale.org	2-3	10:15-11:15
Reimagining Collaborative Teacher Meetings Through Appreciative Design	This presentation describes how an Intensive English Program (IEP) administrator applied techniques from the fields of organization development and design to empower instructors to create their own collaborative meeting formats. Attendees will learn how to implement this creative, bottom-up approach in diverse teaching contexts to increase instructor engagement and satisfaction with collaborative meetings.	David Atterberry	atte0009@umn.edu	8-9	12:45-1:45
Retired Teachers Special Interest Group		Debbie Hadas, Anne Mabbott	debbie.hadas@gmail.com; amabbott@hamline.edu	5	3:00-4:30
Revisiting Bloom's Taxonomy Considering AI Abilities	This workshop introduces educators to an updated Bloom's Taxonomy that considers what artificial intelligence can do at each level. We will revise existing assessments so students clearly demonstrate their own abilities, and discuss when it may be appropriate for AI to assist with portions of learning tasks.	Stephanie Hanson	stephanie.l.hanson@gmail.com	14	12:45-1:45
RISA Redux: Research and Refinements to the Routine, Integrated, Structured, Academic Oral Interaction Protocol	This session provides an introduction to the RISA oral interaction protocol, a strategy which leverages the oral mode to strengthen academic literacy and is especially valuable for supporting ELs and SLIFE. Participants will learn about recent refinements to RISA based on a school-based action research project where RISA was implemented in content classrooms, gr. 5-12, with both English learners and General Education students.	Jill Watson, Andrea Miller	jakw227@gmail.com	10-11	11:15-12:25
Routines to Support Multilingual Students in Challenging Math	There is an urgent and ethical need to invest in our ML students. In this session, participants will examine specific routines that support MLs in problem solving and communication as they become successful mathematicians.	Qurina Slayhi, Margaret Williams	qurina.slayhi@mpls.k12.mn.us; mwilliams27@hamline.edu	13	10:15- 11:00

Title of Presentation	Session Description	reishnick@gmail.com	Email(s)	Room	Time
S'cool Moves-Regulating resources for learning that sticks.	For 20 plus years, we've helped thousands of teachers, support staff, and students close the learning gap and be happier humans. You can improve focus, regulation, and academics at the same time without taking time away from teaching. Learn about simple regulating resources that will help your language learners become successful.	Adriana Contreras	acec37176@gmail.com	7	11:15-12:25
Secondary "EL" Programming: Culturally and Linguistically Diverse Middle and High Schools	The Minnesota Department of Education is beginning a network for districts to explore best practices for providing support for multilingual learners at the secondary level. This session will include an overview and examples of the four core topics: Centering students and pathways to graduation, tier 1 access to core content and language development, tiers 2/3 enrichment opportunities and individualized instruction, and developing belonging through professional development for content teachers.	Michael Bowlus, Julie Chi, Amy Young	michael.bowlus@state.mn.us; julie.chi@state.mn.us; amy.young@state.mn.us	4	1:45-3:15
Shaping Global Impact: Insights from English Language Programs Alumni	Gain insights on how you can make a difference globally through teaching projects designed by the U.S. Department of State. Engage with English Language Programs alumni to discover the profound impact their projects had abroad, as well as the personal and professional growth they encountered along the way.	Alison Camacho, Andrew Shannon, Stephanie Hanson, Maureen Smith Martindale	ac2371@georgetown.edu; as4611@georgetown.edu	7	3:00-4:30
Support Your Multilingual Learners with Waterford.org Programs	Waterford.org provides PreK-2 supplemental early learning programs uniquely designed to engage multilingual learners with explicit, systematic instruction in reading, math, and science, in an adaptive learning path. The culturally rich curricular sequence meets your students where they are academically, offering ample opportunities to repeat skills and concepts, use spoken and written language in a variety of contexts, and practice at their own pace.	Kristin Higgins	kristinhiggins@waterford.org	4	4:45-5:30
Supporting English Language Learners Through the Big Five in Literacy: Strategies for Success	Unlock the power of the Big Five in Literacy—phonemic awareness, phonics, fluency, vocabulary, and comprehension—to support English Language Learners. This engaging session offers practical, structured literacy strategies to boost instruction and help ELLs thrive in reading, equipping them with the skills for lasting success in any classroom.	Karyn Tomkinson	ktomkinson@hand2mind.com	15	3:30-4:30
Supporting MLs Experiencing Housing Instability	Across Minnesota, English learners, especially Recently Arrived English Learners (RAELs) are at increased risk for housing instability. This session will explore the rights of these vulnerable learners and the protections available to them, as well as strategies for administrators, teachers, and other school and community staff to ensure ELs experiencing housing instability can thrive.	Megan Reikowski, Takara Dudley	megan.reikowski@isd194.org; takara.Dudley@mpls.k12.mn.us	12	11:15-12:25
Supporting Newcomers at all levels at a District or School	One district's experience in creating systems to support a large number of newcomers at the school, district and community level.	Beth Stenglein, Karla Stone	bstenglein@isd271.org; ston0032@umn.edu	8-9	11:15-12:25
TESOL Advocacy Summit in DC	Our presentation will showcase the transformative impact of legislative support on ESOL education, drawing from the TESOL Advocacy Summit. We will highlight key legislative issues like Title III and DACA, share advocacy actions, and provide practical strategies for effective policy communication and coalition-building to support English language learners	Yacoub Aljaffery, Francesca Coilignon, Jason Teig	aljaffer@augsborg.edu; francesca.r.collignon@gmail.com; teigjason@gmail.com	12	1:45-3:15
TESOL Lessons for People and the Planet	Introduce environmental stewardship to young students while building literacy skills for English language learners. In this hands-on workshop, engage in simulation games and an interactive story for academic enrichment in several disciplines. Strengthen vocabulary, reading and oral communication with high-interest, interdisciplinary content matched to state standards.	Angie Lawrence	alawre@district16.org	15	1:45-3:15
The Bridge: Much more than translation	This workshop will focus on introducing participants to the biliteracy teaching strategy of "The Bridge" described in Teaching for Biliteracy by Beeman K. and Urow C., (2013). We will explore how to use "The Bridge" as a tool to develop cross-linguistic connections, promote language transfer, and foster metalinguistic awareness using contrastive analysis. Participants will have the opportunity to ask questions and explore ways to implement The Bridge in their classrooms.	Maria Peña Guevara	maria.pena-guevara@mpls.k12.mn.us	2-3	2:00-2:45
The Influence of Direct Metaphor Instruction on L1 and L2 Graduate Writers at MNSU	My article presents the study of conceptual metaphor instruction for L1 and L2 MNSU students, which is the topic of cognitive linguistics. In this study, my students will receive conceptual metaphor instruction. I will analyze whether this instruction was more successful than the traditional instruction of metaphors. In addition, I will analyze the types of metaphors used by L1 and L2 students and see the differences in their use and functions.	Ekaterina Kleshchenko	ekaterina.kleshchenko@mnsu.edu	7	2:00-2:45
The Key to Vocabulary Success: Pop Quizzes! Are You Bonkers?	Research has shown that we forgot 90% of what we learn within 30 days! But, that doesn't have to be the case! This session looks at how neuroscience discoveries support pop quizzes and how these quizzes help ELLs retain vocabulary with great success. A variety of sample quizzes are offered.	Patrick T. Randolph	creative.ideas.4.english@gmail.com	7	10:15-11:15
The Latino Consent Decree	The Latino Consent Decree (LCD) is a legally binding court order (consent decree) which the Saint Paul Public Schools entered into as part of the settlement of the federal court case of Garcia et al vs. Independent School District 625. The final stipulation is a range of responsibilities which the Saint Paul Public Schools have agreed to, regarding the education of Latino students who have limited English proficiency.	Camila Carroll, Juanita Otriz	Camila.Carroll@spps.org; juanita.ortiz@spps.org	6	3:00-4:30

Title of Presentation	Session Description	reishnick@gmail.com	Email(s)	Room	Time
The Power of Oral Language	Participants in this session will interact with colleagues to understand how targeted, research-based oral language instruction may enhance, empower, and ensure academic achievement for all Emergent bilinguals/Multilingual learners.	Kathleen Tirakian	Kathleen.Tirakian@LexiaLearning.com	14	10:15- 11:00
Top 10 Dual Language Immersion Strategies	The top 10 strategies for dual language immersion programs will be shared, discussed and practiced. These are the "go to" strategies that we would expect to see in every DLI classroom	Amy Young	amy.young@state.mn.us	4	3:00-4:30
Translanguaging	Introduction to Translanguaging. Explore ways to introduce multilingualism into the classroom.	Myrna Abrego	myrna.abrego@spps.org	4	12:45-1:45
Translanguaging as a Safe Haven for Newcomer Students: Promoting Assets and Empowering Learning	This research explores the use of translanguaging practices in educating newcomers in the US. The study involved 10 participants proficient in at least two languages besides English. Findings showed that implementing translanguaging practices can facilitate language acquisition and increase students' sense of safety and comfort in the classroom.	Yacoub Aljaffery	aljaffer@augsborg.edu	8-9	10:15- 11:00
Trends and Challenges in Teacher Education	Connect, share insights, and explore innovative approaches to preparing the next generation of language educators. Our focus will be to discuss current trends and challenges in multilingual teacher training programs. Don't miss this opportunity to contribute to the evolving landscape of language teacher preparation. All are welcome!	Karla Stone, Allison Spenader, Jonell Pacyga	ston0032@umn.edu; aspenader@csbsju.edu; jpacyga@unwsp.edu	10-11	10:15-11:15
Understanding Cultural Differences and Integrating Students in Diverse Classrooms	This workshop draws on cross-cultural research and shows how understanding students' culture can help teachers address cultural differences in classroom behaviors, such as class participation, opinion sharing, wait time, eye contact, tardiness, and absenteeism. The presentation offers plenty of time for discussion, and it also gives examples of role-play activities and simulations that can be used in the classroom.	Gosia Mroz	gmroz@swmetro288.org	10-11	1:45-3:15
Understanding the Curriculum Landscape for Multilingual Learners	Appropriate and effective resourcing is critical to Multilingual Learner Program success. This session will provide participants with an overview of the curriculum landscape for English Language Development (ELD), introduce tools for resource selection and development, and highlight grant resources that can be used to strengthen and support program resourcing.	Ashley Karlsson, Kristina Robertson	akarlsson@ssc.coop; kroberson@ssc.coop	7	4:45-5:30
Understanding the Needs of Muslim Students	Through a comprehensive overview of Islamic beliefs and practices, effective communication strategies, and culturally responsive teaching methods, participants learn to address the needs of Muslim students and their families. The workshop will focus on collaborative relationships with parents and community members, improving classroom climate, and promoting equitable educational opportunities for all learners.	Jaylani Hussein, Suleiman Adan	info@mn.cair.com; sAdan@cair.com	10-11	3:30-4:30
Unlocking asset-based Literacy for multilingual students	This presentation advocates for literacy rights for multilingual students under Minnesota's READ Act. The presenter emphasizes understanding the bilingual/multilingual brain, the oral language-literacy relationship, and the need for a collective approach to equitable literacy instruction. Educational leaders and teachers are encouraged to start courageous conversations and collaborate to ensure reading rights for all ML students.	Liliana Rodriguez	liliana.rodriguez@mpls.k12.mn.us	4	3:30-4:30
Unlocking Bilingual Brilliance: Navigating Biliiteracy, Equity, and Transition in Dual Language Education	Our panel delves into the multifaceted landscape of dual language education, spotlighting the implementation of the Biliteracy Unit Framework (BUF) by experienced teachers. We explore oral language development, equity considerations, and the transition from early total dual language model. Join us for insights, strategies, and transformative discussions.	Natalie Garcia, Antonio Alvarado, Beth Villalobos	natalie_garcia@rdale.org; antonio_alvarado@rdale.org; beth_villalobos@rdale.org	2-3	3:00-4:30
Using and Adapting Open Educational Resources for Online Course Development	This workshop will guide educators and course developers to find and identify high-quality Open Educational Resources (OER). Attendees will locate openly licensed courses and materials, and learn how to download, adapt, license, and share to contribute further to the Open Education movement.	Nick Reishus	reishnick@gmail.com	5	12:45-1:45
Using Reading Research to Accelerate Reading Achievement for ELL Students	Research must guide how we teach English learners to read. There are important differences educators need to take into account when teaching students learning to read in a language they are simultaneously learning to speak and understand.	Tracy Purdy	tracy@justrightreader.com	10-11	10:15- 11:00
What do we talk about when we talk about translanguaging?: facilitating productive conversations in PLCs	This session shares a framework teacher teams can use to examine how translanguaging can be used to engage, monitor, and connect to student languaging practices. Attendees explore the framework as a series of reflective questions highlighting what teachers notice about translanguaging and how and why they respond to it.	Samuel David, Amanda Swearingen, Laurie Hahn Ganser	ssdavid@umn.edu; swear027@umn.edu; hahn030@umn.edu	13	4:45-5:30
WIDA Presents Writing with Multilingual Learners	This WIDA presentation highlights the pedagogical approach of the Teaching and Learning Cycle and how it can support and empower multilingual writers. By exploring elementary and secondary examples from the "Building the Field" stage, participants will leave with ideas on how to build content area background knowledge in various academic content areas.	Alisa Rhoads	arrhoads@wisc.edu	2-3	11:15-12:25 & 3:30-4:30
Working to Implement the 2020 WIDA Framework Districtwide	In order to support the rollout of the 2020 WIDA ELD Standards Framework, St. Paul Public Schools used components of the framework and sections of the implementation guide to support teachers and administrators with district-wide implementation. In this session, teachers will identify instructional moves and tasks that support language development.	Jessica Reese, Miriam Yang	jessica.reese@spps.org; miriam.yang@spps.org	2-3	1:45-3:15

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