



# ANNUAL LITERACY CONFERENCE PROGRAM

☞ Saturday, November 5, 2016, 8:15 a.m. until 3 p.m. ☞

Eastern Maine Community College, Bangor

## Toolkit *for* Tutors **AND** Teachers

8:15 – 8:45	Registration & Continental Breakfast		
8:45 – 8:55	Opening		
8:55 – 9:25	<p><b>KEYNOTE ADDRESS: BUILDING RELATIONSHIPS TO BUILD RESILIENCE</b></p> <p><i>Sue Mackey Andrews, Co-founder of the Maine Resilience Building Network</i></p>		
			
	<b>TRACK 1: BASIC LITERACY</b>	<b>TRACK 2: ENGLISH LANGUAGE</b>	<b>TRACK 3: EDUCATIONAL LEADERSHIP</b>
9:35 – 10:50 Session 1	<p><b>Strategies for Working with Beginning Readers</b></p> <p><i>JoAnne Rollins • Room 120</i></p>	<p><b>Improving Pronunciation for English Language Learners</b></p> <p><i>Marie Keane • Room 118</i></p>	<p><b>Thriving or Just Surviving? Building Resilience Through Relationships</b></p> <p><i>Sue Mackey Andrews • Room 117</i></p>
11:00 – 12:15 Session 2	<p><b>Follow the Steps: Teachable Pathways to Good Writing</b></p> <p><i>Jane Ellingwood • Room 118</i></p>	<p><b>Games &amp; Activities to Make &amp; Take</b></p> <p><i>Tutor Training &amp; Support Committee Student Success Center</i></p>	<p><b>Bringing Metacognition and Mindfulness to Literacy: An Introduction to Reading Apprenticeship</b></p> <p><i>Abby Manaban &amp; Valerie Sullivan • Room 120</i></p>
12:15 – 1:05	Lunch at McCorkill Dining Hall (Katahdin Hall)		
1:15 – 2:30 Session 3	<p><b>Games &amp; Activities to Make &amp; Take</b></p> <p><i>Tutor Training &amp; Support Committee Student Success Center</i></p>	<p><b>Middle Eastern Cultures: Separating Myth from Fact</b></p> <p><i>Marwa Elkelani &amp; Dina Yacoubagha Room 118</i></p>	<p><b>Nontraditional Learners: Social and Emotional Realities</b></p> <p><i>Sid Mitchell • Room 120</i></p>
2:30 – 3:00	Closing		

### THANK YOU TO THE TUTOR TRAINING & SUPPORT COMMITTEE

for their help in planning this event:  
JoAnne Rollins, chair; Mary Folsom,  
Phyllis Hanscom, Marie Keane,  
Carla Leathem, Eileen McAvoy, Zhen Zhang

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## Presenter Bios:



**Sue Mackey Andrews**, Keynote Speaker, helped to found the Maine Resilience Building Network, which works to create conversations about Adverse Childhood Experiences across multiple sectors throughout Maine, as well as supporting a variety of local ACEs and resilience-focused initiatives. She has a BS in Human Development from UMass-Amherst and did graduate work at UMass Medical in Worcester in pediatrics.

**Jane Ellingwood** is the creative writing instructor at the Bangor campus of the University of Maine at Augusta. She is also an adjunct composition instructor at Eastern Maine Community College. Jane holds an MA in English and an MFA in creative writing.

**Marwa Elkelani** teaches English Language Learners at Eastern Maine Community College and is currently working on her second master's degree in Curriculum & Instruction at U-Maine. She is the Social Coordinator at the Islamic Center of Maine in Orono, a Board Member of The Wilson Center at UMaine, a Board Member of the Hurricane Swim Club at Husson University, and a Tutor Trainer with Literacy Volunteers of Bangor.

**Marie Keane** has over forty years of experience in Speech and Language Pathology. She holds a master's degree from the State University of New York. Since moving to Maine in 2014, she has tutored adult students from Mexico, Cameroon, and India.

**Abby Manahan** is the Professional Development Coordinator with the Maine Department of Education, Adult Education and Family Literacy team. She holds a bachelor's degree in biology and a master's in Science Education from the University of Maine.

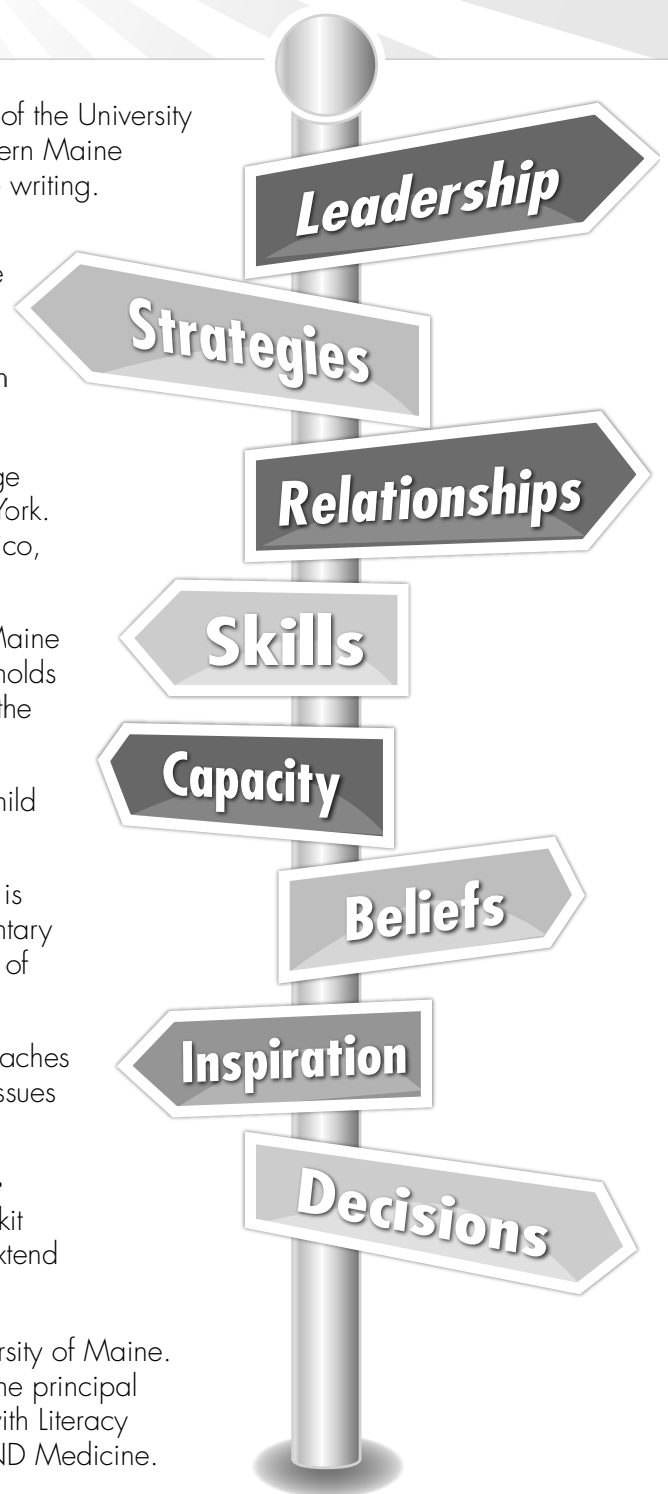
**Sid Mitchell** is an Associate Professor of Educational Psychology and Child Development at the University of Maine.

**JoAnne Rollins** is a Literacy Volunteer tutor and Board Member. JoAnne is certified in Moderate Special Needs and has a master's degree in Elementary Education from Fitchburg State College. She is retired after three decades of teaching special education and third grade.

With over 25 years education experience, **Valerie Sullivan** currently teaches a Writing for HiSET class for MSAD #6 and consults on adult education issues for the Maine Department of Education and Family Literacy.

Literacy Volunteers of Bangor's **Tutor Training & Support Committee** consists of seven experienced volunteer tutors. Together, they plan the Toolkit for Tutors & Teachers and other continuing education offerings for tutors; extend mentor support to new tutors; and evaluate training and support offerings.

**Dina Yacoubagha** is a Master's candidate in Social Work at the University of Maine. She is originally from Syria and has lived in Bangor for 10 years. She is the principal of the Islamic Center of Maine's Sunday School program, a former tutor with Literacy Volunteers of Bangor, and a member of Faith Linking in Action at Food AND Medicine.



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## Workshop Descriptions

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### **Strategies for Working with Beginning Readers**

- JoAnne Rollins

Where do you begin with a student at an emergent or alphabetic level? Learn some techniques, tips, and activities that engage emergent readers, help them demonstrate success, and build confidence.

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### **Middle Eastern Cultures: Separating Fact from Myth**

- Marwa Elkelani and Dina Yacoubagha

The focus of this workshop is to shed light and bring about education, awareness, and understanding of the major issues that surround Middle Eastern cultures in order to dispel common misconceptions and foster positive teaching/learning relationships.

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### **Thriving or Just Surviving? Building Resilience through Relationships**

- Sue Mackey Andrews with Leslie Forstadt and Heather Halsey

Resilience is the mental reservoir of psychological strength that we call on in times of stress and hardship. It helps us overcome some of life's most serious challenges so that we not only survive, but thrive. Research shows that the strongest contributing factor to developing resilience is successful relationships. Together we will explore how Adverse Childhood Experiences can influence our lives and long-term health, and how we promote resilience and make a difference in the lives of others.

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### **Follow the Steps: Teachable Pathways to Good Writing**

- Jane Ellingwood

Writing does not happen by magic for the talented few, which is good news! It means any writer has the potential to learn to develop ideas, organize them, and shape them into readable prose. In this workshop, we'll engage in activities that demonstrate efficient writing techniques. You will develop strategies for teaching your students how to move from the blank page to finished piece.

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### **Games and Activities to Make & Take**

- Tutor Training and Support Committee

Studies show that learners retain only a small fraction of information presented through passive teaching methods like lectures and reading. Incorporating active teaching methods, such as practice by doing, can increase retention and learning by leaps and bounds. This session allows participants to construct and leave with up to five different games and activities for use in tutoring or teaching. Each can be adapted for Basic Literacy or English Language instruction and customized.

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### **Bringing Metacognition and Mindfulness to Literacy: An Introduction to Reading Apprenticeship®**

- Abby Manahan and Valerie Sullivan

Reading Apprenticeship® is a powerful framework that is helping educators approach reading in new and effective ways, empowering students to become expert readers in their fields, and improving retention and persistence among learners. In this session, we will introduce the framework and let you test drive it, including activities such as recording your personal reading history and reading process. Then we will reflect, answer questions, and discuss future opportunities.

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### **Improving Pronunciation for English Language Learners**

- Marie Keane

This is a hands-on session with specific strategies you can put to use right away. Problem solving and questions are welcomed throughout this class.

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### **Nontraditional Learners: Social and Emotional Realities**

- Sid Mitchell

This workshop will address the meaning underlying various emotions and their motivations, and how professionals can use this information in teaching nontraditional learners. Trauma informed care will be the main theoretical and practical approach used in working with those who struggle to fit in with their social-cultural world. Activities will include self-evaluation, role-play, and discussion.