

# NMTESOL + NMAEA 2013 Conference

## Rising to Meet Tomorrow's Challenges



### **CNM's Workforce Training Center**

5600 Eagle Rock Ave Albuquerque, NM

October 25th and 26, 2013



# Welcome

*The Boards of Directors of New Mexico Teachers of English to Speakers of Other Languages and New Mexico Adult Education Association are pleased to welcome you to our fourth annual conference “Rising to Meet Tomorrow’s Challenges.”*

*On behalf of all the members of the organizing committee, we thank all the presenters, publishers, and participants for joining us in Albuquerque and for making the 2013 conference the biggest and best attended yet. We want to extend a warm welcome to our colleagues who are visiting New Mexico from out of state.*

*NMTESOL and NMAEA want to thank the Workforce Training Center of Central New Mexico Community College for the use their facilities. This type of cooperation is especially important now, as educational programs in the state are facing budget uncertainty and individuals are being asked to pay for their own professional development.*

*Wherever you work in New Mexico, we hope you enjoy this opportunity for professional enrichment and networking with colleagues and meeting new friends.*

*Penny Mortier*

*NMTESOL Secretary & Conference Coordinator*

*Bill Ancker*

*NMTESOL President*

*Gloria Gonzales*

*NMAEA President*

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Friday, October 25th	
3:30 pm—4:45pm	Check-in, Social hour and Refreshments
5:00 pm—5:30 pm	Welcome Remarks
5:30 pm—6:00 pm	Keynote Speaker - Senator Gerald Ortiz y Pino
6:15 pm—7:30 pm	Concurrent Session A
7:45 pm—8:30 pm	Ceremonía de la Tierra - Chris Abeyta
Saturday, October 26th	
8:00 am—9:00 am	Check-in and Continental Breakfast
8:45 am—9:00 am	Welcome Remarks
9:00 am—10:15 am	Concurrent Session B
10:30 am—11:45 am	Concurrent Session C
12:00 pm—1:00 pm	Lunch, Remarks by NMHED ABE Director Francis Bannowsky, Raffle
1:00 pm—1:30 pm	Keynote Speaker - Professor Neil J. Anderson
1:45 pm—3:00 pm	Concurrent Session D
3:15 pm - 4:00 pm	Interest Groups



## Organizing Committee

Penny Mortier  
Gloria Gonzales

Bill Ancker  
Teri Wimborne

Melanie Mullen  
Letty Naranjo

Dean Sundberg  
Jamie Parra

## Keynote Speakers

### Professor Neil J. Anderson



Neil J. Anderson, PhD, is a Professor of Linguistics and English Language at Brigham Young University, Provo, Utah as well as an English language teacher at the English Language Center at BYU. Professor Anderson has taught and/or presented papers and workshops in over 40 countries. His research interests include second language reading, language learner strategies, learner self-assessment, motivation in language teaching and learning, and ELT leadership development. Professor Anderson is the author or co-editor of three teacher education texts in the area of second language reading: *Exploring Second Language Reading: Issues and Strategies* (1999, Heinle/Thomson), *Practical English Language Teaching: Reading* (2008, McGraw Hill) and *L2 Reading*

*Research and Instruction: Crossing the Boundaries* (2009, The University of Michigan Press). He is the co-editor with Christine Coombe, Lauren Stephensen, and Mary Lou McCloskey of *Leadership in English Language Teaching and Learning* (2008, The University of Michigan Press). In addition he is the author of an EFL reading series *ACTIVE Skills for Reading*, 3rd edition (2013, National Geographic Learning/Cengage). Professor Anderson served as President of the international professional association Teachers of English to Speakers of Other Languages, Inc. (TESOL) from 2001-2002. He was also a member of the Board of Trustees of The International Research Foundation (TIRF) from 2002-2008, serving as the President of the Board from 2004-2006. He has been a Fulbright Teaching and Research Scholar in Costa Rica (2002-2003) and in Guatemala (2009-2010). Neil's hobbies include photography and running. He just completed his 8th marathon, and he will use examples of preparing and running the race in his presentations.

### State Senator Gerald Ortiz y Pino



Gerald Ortiz y Pino, MSW, has served in the New Mexico State Senate representing District 12 (most of downtown Albuquerque and surrounding neighborhoods) since 2004. Senator Ortiz y Pino chairs the Senate Public Affairs Committee and serves on Rules. During the interim he is on the Land Grant, Health and Human Services, Water and Natural Resources, and Mortgage Finance Authority Oversight committees. He sponsored the Medical Marijuana bill the year it passed and also sponsored the legislation that created the state Working Family Income Tax Credit and the reform of the Personal Income Tax "add-back" deduction. In 2008, he retired after a 42-year career

as a social worker, social welfare program administrator, human services and human resource management professor, community organizer and social services planner. As a social worker in government, higher education and the private sector, he worked in Las Cruces, Taos, Las Vegas, Santa Fe, and Albuquerque. He earned a Bachelors in Latin American Studies from UNM and a Masters in Social Work from Tulane University. He is the co-founder of the adoption and foster care agency La Familia, and charter schools in Albuquerque (Robert F. Kennedy high school and Cesar Chavez high school), Deming, and Anthony, plus the Gordon Bernell charter school in the Albuquerque Metropolitan Jail. From 2001 to 2012, he wrote a column on political and social issues for the weekly *Alibi* newspaper in Albuquerque. He also wrote for the weekly *Santa Fe Reporter* newspaper. Gerry is a member of the Peace and Justice Commission of the Aquinas Newman Center at UNM.

## Friday, October 25th

**3:30 pm—4:45pm**    **Check-in, Networking, Refreshments**    **Keynote Room**

**5:00 pm—5:30 pm**    **Welcome Remarks**    **Keynote Room**

**5:30 pm—6:00 pm**    **Keynote Speaker - Senator Ortiz y Pino**    **Keynote Room**

### 6:15 pm—7:30 pm    **Session A**

Topic	Room	Description
TESOL	137	<p><i>Coloring Pronunciations Across the Curriculum</i> Karen Taylor de Caballero</p> <p>Pronunciation awareness plays a profound role in effective speaking, listening comprehension, vocabulary retention, and literacy development, yet its place in the ESL classroom is often marginalized. The Color Vowel Chart is a visual-kinesthetic tool that promotes the integration of pronunciation into everyday ESL instruction. In this workshop, learn about The Color Vowel Chart and see how three Adult ESL programs have adopted the Chart at the curriculum level, enhancing both learning and teaching of pronunciation awareness.</p>
Transition to Higher Ed	104	<p><i>e-Portfolios: How Can They Help Our Students in Life?</i> Judie Strawderman</p> <p>Portfolios are a common tool for preparing students for the world of academia and beyond. A portfolio started in the GED or TESOL classroom can be expanded with every step of a student's life. This presentation will give instructors guidelines and resources for assisting students in developing a portfolio that will be built upon throughout their educational and professional lives.</p>
GED	106	<p><i>Our Creation Story: Bridging GED Dual Enrollment and College Success to Rural Communities</i> Shawn Secatero, Rachelle Simpson and Jordan Etcitty</p> <p>The Native American Serving Non-Tribal Institutions (NASNTI) Grant at New Mexico State University Grants has developed several initiatives in providing computer access for two outreach sites and three partnership sites in Cibola County. As part of our creation story, we would like to share our best practices of establishing adult education, dual enrollment, college success and grant management practices in building partnerships with tribal communities. In addition, we have also created various adult education and college initiatives such as establishing a leadership council to assist our efforts to promote higher education in our communities.</p>
Tutoring	111	<p><i>Motivating Students to Succeed</i> Mary Jane Collins</p> <p>Provide methods that appeal to students' Intrinsic Motivation. • Help students find personal meaning and value in the material. • Provide choices for the student. • Ensure opportunities for students' success by scaling tasks. • Encourage the usage and development of learning communities. • Give frequent, early, positive feedback that supports students' beliefs that they can do well. • Create an atmosphere that is open and positive.</p>



# Agenda

Friday, October 25th		
6:15 pm—7:30 pm      Session A (continued)		
Topic	Room	Description
GED	Keynote Room	<p><i>Introducing the 2014 GED Program</i> Martin Kehe</p> <p>Millions of adults, without high school diplomas, lack the skills and knowledge to succeed in the 21st Century marketplace. This impacts every community in America. That's why GED Testing Service has built not just a new test but a new comprehensive program. The 2014 GED® program ensures that an adult's high school equivalency credential signifies he or she has the skills and knowledge necessary to take the next critical steps in their life. The Learner-Centric 2014 GED® Program includes the 2014 GED® Test, GED Ready™, MyGED™ online portal, Score Report, and GED Analytics™.</p>
Literacy	130	<p><i>Best Practices for the Literacy Student</i> Kevan Morshed</p> <p>This workshop will explore the topic of serving the student who is struggling to read, but still wants to get his/her GED or even continue on to college. How do we best serve this student? This workshop will be a time for programs to share ideas as well as resources for others to be able to help our students best. We will explore topics such as learning differences, goal setting, teaching methodology and other innovative approaches.</p>
Data Tech	138 Computer Lab	<p><i>Beginning LACES Data Tech Training</i> Tanya Templeton</p> <p>This training will cover all basic instructions that the less experienced data tech in ABE will need to perform the duties of their position. First, a clear review of all the specialized trainings that are needed, including NRS, LACES, FERPA, and Pre &amp; Post-testing requirements. The session will cover the set-up of the LACES database for your program, staff, classes, students and enrolling and completing classes &amp; students. Attend this training and leave with the assurance that your data tech skills will be improved to a higher standard. Learn all of this and much more.</p>
7:45 pm—8:30 pm      Ceremonía de la Tierra      Keynote Room		

## Saturday, October 26th

**8:00 am—9:00 am      Check-in and Continental Breakfast      Keynote Room**

**8:45 am—9:00 am      Welcome Remarks      Keynote Room**

**9:00 am—10:15 am      Session B**

Topic	Room	Description
TESOL	104	<p><i>Mindful Teaching, Teaching Mindfulness in the ESL/ESOL Classroom</i> Beth Giebus-Chavez</p> <p>How can contemplative teaching methods contribute to student learning? Moreover, how can contemplative practices enrich our own teaching experiences? This presentation will provide an overview of contemplative pedagogy with practical applications for ESL/ESOL classrooms.</p>
GED	Keynote Room	<p><i>Aligning Preparation for Adult Education to the Common Core Standards – A Roadmap to 2014 GED Tests</i> Michelle Parker-Rock</p> <p>The Common Core State Standards provide a clear understanding of what students need to learn for college and career. They are designed to be rigorous, robust, and relevant to the real world, reflecting the knowledge and skills needed for success in higher education and the 21st Century Workplace. The 2014 GED® Test and equivalents will be based on the CCSS. Adult basic education must prepare to meet the challenges and the impact on curriculum, instruction, and teacher preparation. This presentation provides an overview of the CCSS and suggestions for helping students achieve college and career readiness goals.</p>
TESOL	113	<p><i>Curricularizing Reading Fluency</i> Neil J. Anderson</p> <p>This presentation introduces a pedagogical framework for reading fluency. The ACTIVE reading framework suggests that six components can be part of reading instruction: A: Activate prior knowledge C: Cultivate vocabulary T: Teach for comprehension I: Increase reading rate V: Verify reading strategies E: Evaluate progress. The presentation will focus specifically on ways that teachers can curricularize reading fluency by building readers' comprehension skills and reading rate. Participants will have the opportunity to consider how these elements can be integrated into their philosophy of teaching reading.</p>
Distance Education	106	<p><i>Why Online?</i> Sue Small</p> <p>As the academic and economic worlds change to more digital access &amp; function, our ABE students need the content skills we offer through our traditional teaching methods as well as the equally important digital skills. This presentation will address questions associated with online ABE instruction using different platforms.</p>
Data Tech	138 Computer Lab	<p><i>Time to Clean Up Our Data</i> Veronica Hernandez</p> <p>This basic training will cover instructions needed to check and identify errors that may cause incompleteness or discrepancies in the NRS tables. This will help new and experienced data techs as well by giving a clear review of all methods used to generate lists and reports used to identify and produce clean and accurate data that populate the NRS tables. Students will log in to their own database and generate lists.</p>

# Agenda

## Saturday, October 26th

9:00 am—10:15 am

### Session B

(continued)

Topic	Room	Description
Critical Thinking	130	<p><i>Critical Thinking: Helping our students develop quality thinking, writing and understanding</i> Michael E. Tomlin</p> <p>Participants will learn how to use the KBEE (Knowledge, Beliefs, Emotion, Experience) Filters to analyze their thinking and to advance that of their students. In a world of media and political soundbites and arguably imprecise writing in many news and other journals, it is far too easy to allow thinking to default to "pre-sets" of bias or even slothfulness. Critical Thinking challenges these pre-sets, and all participants in this presentation will gain skills, new understanding, and helpful materials to engage the quality thinking they and their students are capable of.</p>
TESOL	137	<p><i>Effective Use of Games in the ESL Classroom</i> Sherry Mackay</p> <p>Games, games, games! Just for fun? Well yes, but they also serve as excellent educational tools. The presenter will demonstrate how games can be integrated into a lesson. She will introduce a number of conversation games so participants can gain hands-on experience by playing and sharing variations to meet their own students' needs.</p>
Distance Education	111	<p><i>NM Distance Learning Pilot Project</i> Natasha Mackey</p> <p>The NM Distance Learning Pilot Project is well under way. This will be a discussion and sharing session for the DL101 Fall 2013 course participants. This face-to-face workshop will address any challenges the DL101 students are facing as they develop their Agency Plans.</p>

10:30 am—11:45am

### Session C

TESOL	130	<p><i>Motivation in an ESL Adult Classroom: Producing and Constructing Language Comprehensible</i> Wenyi Zhao and Nicholas Santavicca</p> <p>When it comes to the theme of how to manage an ESL Adult classroom, educators often ask another related question: How to motivate students to acquire language competency? The question our study poses is what causes non-participation among learners? Educators must identify the language attitudes of learners to motivate students and transform their pedagogy in an ESL classroom by making language comprehensible via adding mediums, connecting with students' interests/needs, creating group projects, and collaborating instruction.</p>
I-BEST	111	<p><i>I-BEST – Purpose, Results, and Sustainability</i> Kirsten Krell</p> <p>This workshop will discuss New Mexico's participation in the Skill Up Network (SUN) I-BEST statewide consortium which has been funded by the US Dept. of Labor "TAACCCT" grant since 2012. An overview of NM I-BEST program outcomes will illustrate how this effort is demonstrating success and is gaining strong support from key stakeholders across the state. The DOL funding for I-BEST ends in September of 2014 and the I-BEST statewide taskforce is pursuing a sustainability plan to sustain and expand the program across the state. Come learn how you can support this initiative.</p>



## Saturday, October 26th

10:30 am—11:45am

Session C (continued)

Topic	Room	Description
TESOL	106	<p><i>Getting to Carnegie Hall by Practicing English</i> Cathy Varney and Janice Lujan</p> <p>After ESL students have learned some English, they need to practice using that English in a real life setting. Using manipulatives, realia and games allows students to practice and have fun at the same time. It also allows both tutors and teachers to assess how well students have mastered the lessons. In this session, participants will use manipulatives and realia to practice English. We will also play a few games including the always popular Hide the Monkey.</p>
WorkKeys / ABE	113	<p><i>The Name of the Game is Skills: Collaborating for a Skilled Workforce</i> Lois Johnson</p> <p>Forty years of research has proven that critical thinking skills are substantially better at predicting workplace performance than traditional measures. Using skills measurements like WorkKeys, communities can develop more effective business, education and job seeker services. Skill levels provide a clear benchmark to ABE programs trying to improve the work readiness of their students with the goal of entering employment. This presentation provides a snapshot of Innovate+Educate's initial research findings in New Mexico, an overview of NM Skill Ready Communities, including the new talent ABQ, and practical strategies for ABE to participate in the state's WorkKeys and KeyTrain license.</p>
GED	137	<p><i>Is Your State Up for the TASC?</i> Mitch Rosin</p> <p>This session explores CTB McGraw-Hill's new TASC Alternative High School Equivalency Assessment that is aligned to the Common Core Standards and the role it plays in 21st century workforce preparation. TASC is the newest assessment for measuring High School Equivalency in both a paper/pencil test and a computer based option.</p>
TESOL	104	<p><i>All In Context: Theme-Based Approaches to Grammar Instruction</i> Kat Glickler</p> <p>Many ESOL instructors are aware of the advantages of a meaning-centered, theme-based approach to teaching our adult learners. Our challenge is to integrate language instruction with activities in which our students can share what they know and use new language tools in meaningful contexts. This workshop will outline the philosophy of theme-based methodology and present ideas for how to build a curriculum around themes relevant to students, including ideas for specific activities that have worked well in the workshop facilitator's classroom. There will be time for educators to share their ideas and experiences with theme-based instruction.</p>
Data Tech	138 Computer Lab	<p><i>Q and A on Data</i> Dina Dominguez</p> <p>This presentation is about Q &amp; A for data techs. I will provide information to new or old data techs on LACES, reports or other issues they may encounter. This session will definitely help data techs on questions that were not answered at previous presentations because of the following: not enough time, too many questions unanswered. This 75 min session will be an open forum for all data techs to address their issues.</p>

12:00 pm—1:00 pm

Lunch and Raffle

1:00 pm—1:30 pm

Keynote Speaker - Professor Neil J. Anderson

# Agenda

**Saturday, October 26th**

**1:45 pm—3:00 pm**

**Session D**

Topic	Room	Description
GED	Keynote Room	<p><i>Calculator of the 2014 GED®: Introducing the TI-30XS MultiView</i> Claire Klumpenhower</p> <p>The Texas Instruments® TI-30XS MultiView™ scientific calculator is the calculator of the 2014 GED® test. This workshop is an invitation to become familiar with this new calculator. How will the TI-30XS™ be used in the administering of the 2014 GED® test? What are the differences between the TI-30XS MultiView™ and Casio® fx-260™ scientific calculators? How can I use the TI-30XS™ in my classroom instruction? PS. If you have a TI-30XS™ scientific calculator, bring it along.</p>
TESOL	138 Computer Lab	<p><i>Use of Technology to Develop English for ESL Students</i> Camille Varoz</p> <p>Use of computer labs to further develop the English language for ESL students is very effective. Varied topics can be researched, discussed and used for the enhancement of conversational English: poems, food, jobs and topics selected by the students. Also listening to music via Youtube, images via light projector onto a screen are other ways to help stimulate interest and aide in language develop for ESL students.</p>
I-BEST	111	<p><i>Effective Methods and Tools for Teaching Personal Finance: Building Essential Lifeskills for Today and Tomorrow</i> Carole Glade</p> <p>Learn the key elements of teaching adults about saving, using credit wisely, investing, avoiding financial frauds, and managing money to enhance their quality of life and success in the family, workplace, and community. A review of free and objective resources will be provided along with content, tips, and strategies for making personal finance education meaningful, engaging, and realistic for diverse audiences. Attendees at this interactive workshop will leave with a collection of free materials to use to teach adults of all skill levels and for use in workforce development and parent training programs.</p>
TESOL	104	<p><i>What Kind of English Should I Really Be Teaching? And How Do I Teach It?</i> Mary Hudgens Henderson</p> <p>This workshop introduces participants to the latest advances in Bidialectalism: teaching students to distinguish formal and informal registers of English. Bidialectalism promotes mastery of school-based language by teaching students about natural language variation and giving students opportunities to explicitly compare and contrast language features that are found in textbooks to language features commonly heard outside school settings. Appropriate for all levels and all language backgrounds (native and non-native speakers), a Bidialectalism approach can be tailored to fit your students' needs and meet standards. Participants will leave with ideas to get students to learn about all kinds of English(es).</p>
GED	113	<p><i>Reading and Writing for 2014 and Beyond: What We've Done and What We're Changing</i> Richard Sylvestre</p> <p>Theory and Practice for an ABE Reading and Writing course, and how to incorporate Genre Theory and Practice for the 2014 GED and Transition goals.</p>

## Saturday, October 26th

### 1:45 pm—3:00 pm Session D (continued)

Topic	Room	Description
Citizenship	130	<p><i>What's New in Citizenship?</i> Anita Evans</p> <p>This informational workshop will include the general eligibility requirements for the naturalization process, filing the application, the interview, and the oath ceremony. Details will be given about the administration of the civics test (an oral test over the possible 100 history and government questions), the reading test, the writing test, and the speaking test (includes answering questions from the N-400 form). Presenter will demonstrate games and other practice activities you can use with your students.</p>
TESOL	106	<p><i>ESL Family and Community Involvement in Keeping Native Language and Culture Alive in America</i> Rijaso Andriamanana</p> <p>With the increasing number of ESL families in America, it is important to explore a topic about how to keep the native language and culture alive. Research has shown that the native language tends to gradually disappear in ESL learners after English is acquired. However, from a bilingual perspective, the native language can be used with English simultaneously since the human brain can switch between two languages depending on circumstances. This presentation demonstrates hand-on activities such as story telling sessions, cooking traditional food, and playing native games that can be performed in bilingual households and communities.</p>
GED	137	<p><i>GED 101 and ESL 101, Preparing Students for Transition</i> Dave Reiff and Deb McCormick</p> <p>The workshop will focus on GED 101 and ESL 101, which were developed to assist students to transition into, and persist in their respective programs. Aligning career choices with GED and ESL goal attainment, partnering with the host-college to help alleviate barriers to education, managed enrollment, and creating community based learning environments will be amongst some of the topics of discussion.</p>

### 3:15 pm—4:00 pm Interest Groups

104	Director's Council led by Tina Newby
111	Teacher Resource Team led by Jamie Parra
106	Spanish GED Discussion led by Michael Vigil
137	GED 2014 Q&A led by Lisa Salazar
113	TESOL Discussion led by Bill Ancker

# Biographies

**Rijasoa Andriamanana**, originally from Madagascar and a proud speaker of English as a third language, is a second year doctoral student at the department of Language, Literacy, and Sociocultural Studies, University of New Mexico. An advocate of native language and culture as part of ESL/EFL learning process, her research interests include identity and language status in ESL/EFL classrooms; relationship between race, class, gender, and ESL/EFL learning; and promotion of culturally relevant pedagogy in teaching ESL/EFL.

**Mary Jane Collins** has been the Accounting Instructional Technician (tutor) at Central New Mexico Community College for the past thirteen years. She substitute taught accounting courses for ten of those years. She worked in the industry for thirteen years. She is currently a student at UNM in the Organizational Learning & Instructional Technologies program.

**Dina Dominguez** has worked for UNM Gallup ABE for almost 12 years. She has been on the Data Tech council for 8 years. She has a Bachelors degree in University Studies and hopes to continue her education for a Masters in Public Administration.

**Jordan Etcitty** currently serves as an adult education teacher at the Tohajiilee Navajo community outreach site, which is part of the Native American Serving Non-Tribal Institutions (NASNTI) Grant. Jordan is currently completing his Bachelors degree in Economics at the University of New Mexico. He also teaches college success and computer literacy courses in the Tohajiilee Community.

**Anita Evans** has taught Adult Basic Education in New Mexico for 28 years. She is currently an instructor at Central New Mexico Community College, where she teaches English as a Second Language and GED preparation courses.

**Beth Giebus-Chavez** is a full-time faculty member at Central New Mexico Community College. A former Peace Corps volunteer in Morocco, she has taught English and ESL for more than 20 years. She is also the recipient of a Fulbright scholarship, NEH award, and Peace Education Book award for *Voice from the Field: Reading and Writing about the World, Ourselves, and Others*. Beth is also a certified yoga instructor.

**Carole Glade** has over 30 years of experience teaching consumer and financial literacy to people of all ages. She has worked with businesses, schools, trade and professional groups, and government organizations and agencies and has developed and delivered financial literacy programs relating to financial empowerment and capability for English language learners, low- and moderate-income adults, teachers, administrators, offenders, librarians, community and religious leaders, college students, and workforce development participants.

**Kat Glickler** got her "wings" as an ESOL instructor at the Centro Integral Educativo Latino de Olympia in Olympia, WA, where she studied student-centered teaching methodologies and learned to design a curriculum around student-chosen themes. She continued to teach ESOL to adult learners at the Notre Dame Education Center in Boston, MA, her hometown. She now teaches at Encuentro New Mexico and strives to make her classes fun, creative, and, above all, meaningful!

**Mary Hudgens Henderson** is a PhD candidate in Hispanic Linguistics at University of New Mexico. Her research interests include language attitudes, nonstandard language varieties, and incorporating linguistics into public education. Her current work focuses on sociolinguistic outreach to bilingual elementary schools, including the creation of linguistically-informed curricula to teach academic language to meet content standards.

**Lois Johnson** is the Chief Strategy Officer for Innovate+Educate working on building skills-based economies in New Mexico and nationally. She is a results-driven workforce professional with over 20 years executive level program and policy experience in non-profit and government sectors. Previously, Lois has led statewide reorganization of the New Mexico public workforce system, including consolidation of 41 workforce centers, development of a new demand-driven service model, and system-wide staff re-training.

**Martin Kehe** is Vice President, Products, for GED Testing Service LLC (GEDTS). Since joining GEDTS in 2008, Mr. Kehe has been responsible for the design and development of the GED® test. Previously, he was Chief of Assessment for the Maryland State Department of Education. He holds a BS from Arizona State University, an MBA from UCLA, and an MS in Higher Education from Capella University. He is also ABD in his PhD in Postsecondary and Adult Education.

**Claire Klumpenhower** is a UNM graduate with a certificate to teach secondary mathematics in New Mexico. She was a high school/middle school math teacher in Albuquerque and Gallup for 8 years. She is currently in her 11th year as a home schooling parent and 2nd year as an ABE math instructor at NMSU-Grants.

## Biographies

**Kristen Krell** has worked at the Santa Fe Community College for 15 years managing grants that provide support services under represented students. She is currently completing her Masters degree in Educational Leadership at UNM and serves as the Director of the Department of Labor Trade Adjustment Assistance Community College and Career Training Program (TAACCCT).

**Janice Lujan** has worked in ESL for about 15 years. She is a nationally certified ProLiteracy ESL tutor trainer and has tutored individuals and groups. Jan has taught all levels of ESL for both UNM-Valencia and CNM, and currently tutors for Reading Works at Wilson Middle School.

**Deb McCormick** is an Assistant Professor of Education at NMSU, where she earned her PhD in Education Administration. She taught developmental math and algebra at Western New Mexico University. Her passion is working with students in the ABE division at DACC as she is a GED graduate who understands the challenges faced by adults whose goals are to improve their skills in order to advance in the workplace or transition to higher education.

**Kevan Morshed** is in charge of the Basic Literacy Program at Literacy Volunteers of Santa Fe (LVSF) and helps write grants for LVSF. Kevan worked as a tutor and a literacy coordinator for the non-profit CentroNia in Washington D.C. He also taught literature, journalism, and French. He studied French and economics at the George Washington University in Washington D.C. and completed his Masters degree in Liberal Arts at St. John's College in Santa Fe.

**Dave Reiff** has seventeen years of experience in higher education, from adult education to graduate programs and has taught business, communication, managerial leadership, pedagogy curriculum methodology, and technology integration. His professional background includes MBA Program Coordinator at NMSU, and Distance Learning Coordinator at NM Junior College, and he is presently the ABE Student Services Coordinator at Doña Ana Community College. Dave has a Masters degree in Education and a B.B.A. in Business and Administration.

**Mitch Rosin** has worked in the education field for more than 25 years. He managed the Contemporary/McGraw-Hill division for more than a decade, and now works for CTB/McGraw-Hill.

**Nicholas Santavicca** is the Director of the American Language & Culture Program at Eastern New Mexico University. He has lectured at Columbia University, University of Delaware, and Texas Tech University, where he received his PhD in Curriculum and Instruction for ESL/Bilingual Populations. Dr. Santavicca has taught and lived in Spain, China, and Guatemala.

**Shawn Secatero**, PhD serves as the Director of the Native American Serving Non-Tribal Institutions Grant at NMSU Grants and has taught in educational settings such as the UNM College of Education, CNM, Albuquerque Public Schools, and Tohajiilee Community School. In addition, he has administered various programs such as the American Indian Graduate Center Gates Millennium Scholarship, bilingual programs, career development, and has developed a well-being model in higher education which has been presented internationally.

**Rachelle Simpson** currently serves as an adult education teacher at the Pueblo of Acoma site, which is part of the Native American Serving Non-Tribal Institutions (NASNTI) Grant. She also teaches college success courses as part of NMSU Grants and has earned three Associate degrees in media, business, and liberal arts. Rachelle is also a Gates Millennium Scholar and is actively involved in promoting higher education in various tribal communities.

**Sue Small** has taught students preparing for their HS equivalency diploma for over 20 years. She is an instructor at Central NM Community College in Albuquerque. She began teaching CNM's online integrated course in 2011. The current course makes the 8th offering of online HS equivalency preparation at CNM.

**Judie Strawderman** received her Bachelor of Education in Science from NMSU in 2009 and is a GED/EDL instructor at the ABE program at NMSU-Alamogordo and at the satellite site on the Mescalero Apache Reservation. She received a Master of Education in Curriculum and Instruction-Educational Technology in 2011 and a Master of Education in TESOL in 2012 from Grand Canyon University where she became interested in using portfolios.

**Richard Sylvestre** has been working in ABE in various capacities for many years. He has a Bachelor degree in English, a BS in Sign language Interpreting, and will be receiving a MA in English-Rhetoric and Writing with a concentration in Teaching in Spring 2014 from UNM.

## Biographies

**Karen Taylor de Caballero** is a teacher trainer with over 15 years of experience in Higher Education ESL, Adult ESL, and English as a Foreign Language. Karen earned a Master's degree in TESOL from the Monterey Institute of International Studies and has taught in California, the Washington DC Area, and New Mexico, as well as in Namibia, Panama, and Mexico. Karen specializes in instructional planning, teaching methodology, language awareness, oral skills, and pronunciation.

**Tanya Templeton** has been with the NMDATA Council since it was created in 2006. She has been a data manager for her program for over 13 years and is always available to assist the data techs of the ABE programs in our state. She has three grown children and eleven wonderful grandchildren. She has a positive attitude and enjoys helping others. You don't want to miss this training with her.

**Michael Tomlin** has served higher education and working America for almost 30 years. He has taught and lectured internationally and developed materials and presented widely in critical thinking.

**Cathy Varney** has worked in ESL for about 15 years. She is a nationally certified ProLiteracy ESL tutor trainer and has tutored both individuals and groups. Cathy has taught ESL for Rio Rancho Public Schools and Read West and also teaches Spanish.

**Camille Varoz** has a Masters degree from UNM in Bilingual Special Education. She has taught for the Albuquerque Public School system for close to 15 years as a gifted/ special education teacher mostly on the secondary level. In addition she serves ESL students in her classes. Her secondary job is with CNM in the School of Adult General Education (SAGE) tutoring GED, ESL and Reading/Writing. This involves conducting ESL conversation groups and writing workshops.

**Wenyi Zhao**, a Graduate assistant of Liberal Arts and Sciences at Eastern New Mexico University, teaches a class for American Language Culture Program at ENMU. She received her Bachelors degree of English of secondary education from Neijiang Normal University in China and a Bachelors degree of Liberal Arts and Science from ENMU. She has worked as a tutor at Writing Center and a supplemental instructor for ESL courses at ENMU during her undergraduate years.

## Notes:







**Workforce Training Center  
Room Map**

