



Winter 2015

Newsletter

Vol. 36, Issue 1

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A beautiful morning in Burwood

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Message from the President

Winter 2015

Happy 2015!

As we begin the year 2015, it's time to celebrate the many accomplishments of TNTESOL. Our membership has flourished, the website offers timely information, and WIDA training is happening all over Tennessee.

Tammy Harosky, 2015 Conference Chair, is working diligently to make TNTESOL 2015 a true success. Her awesome team has put together outstanding breakout sessions and an exciting Friday night event. I strongly encourage all members to attend. The sessions will provide a plethora of timely information. Thank you, Tammy, for all of your hard work!

At this time, I would also like to express my sincere appreciation for our dedicated TNTESOL Board Members, Members-at-Large, and volunteers. Whether you help at a mini-conference, the state conference, or in your local district, TNTESOL thrives because of you!

I would like to personally thank Joseph Whinery, Webmaster, for his innovation and attention to details on the website; Kim Henegar, Secretary, for keeping excellent minutes at our board meetings; Julie Harrison, Treasurer, for keeping accurate financial records; Byron Booker, Parliamentarian for keeping all of our meetings within the guidelines and updating the constitution; Andrea Bontempi, Newsletter Editor and Johnna Paraiso, Journal Editor, for providing outstanding publications; Jan Lanier, State of Tennessee Title III Coordinator, for keeping us abreast of the current events happening at the state level; and Debbie Vaughn, TNTESOL Advocacy Representative, for standing up for the English Language Learners in Tennessee. Special thanks to Debra Frantz, Membership Chair, Cary Wright, 1st Vice-President, and Lawanna Shelton, Past-President. All of these individuals work together to make TNTESOL a successful organization.

As I count my many blessings, serving as the TNTESOL President is one of them. Please continue to support this wonderful organization, attend the annual conferences, and submit newsletter and journal articles. We are truly stronger when we stand together.

See you in Bristol!

Yours in Education,
Lee Ann Kelly
Collierville Schools
TNTESOL President

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Communication



Linked In — Search for and join Tennessee Teachers of English to Speakers of Other Languages (TNTESOL).

TennesseeESL@Yahoogroups.com — moderator Deborah Sams



Facebook has a private TNTESOL group with closed membership. If you would like to join, please contact the TNTESOL webmaster.

Follow TNTESOL on Twitter



Advocacy Day — Do you know of issues that need to be brought to the attention of political leaders? The TNTESOL Advocacy Representative, Debbie Vaughn will listen and bring your concerns to Washington. Contact her at Debbie.vaughn@lssd.org



Snow People
by
Grace Sanders

Photo by
Mom, Clara Fe

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permission

TNTESOL is an active and vital organization and we encourage and promote all TESOL professionals. If you know someone who would be interested, please let us know. We look forward to hearing from you.

The **TNTESOL Newsletter** is published three times a year. Submissions are accepted on a variety of topics. We welcome book reviews, issues in the fields of K-12, Refugee ESL, Adult Ed, Higher Ed and more, as well as articles on teaching strategies, news related to TNTESOL or the field, jokes, classroom anecdotes, even recipes.

The style for submissions can be informal and articles are typically 500-1000 words. Of course, exceptions can be made! A bibliography is not necessary unless the article is research-based.

Send your ideas via **email attachment** along with your personal information by the issue deadline to:

Andrea Bontempi, Newsletter Editor
newsletter@tntesol.org

Deadlines

Issue

April 1, 2015	Spring 2015
August 1, 2015	Summer/Fall 2015
December 1, 2015	Winter 2016

TNTESOL Newsletter
c/o ESL Instructional Facilitator
Instruction Department,
Rutherford County Schools
2240 Southpark Blvd.,
Murfreesboro, TN 37128

NEW SECTION IN OUR WEBSITE FOR MEMBERS ONLY**TN-WIDA STANDARDS AND RESOURCES**

TNTESOL strives to continue its effort to disseminate information, to strengthen instruction in the teaching of English to speakers of other languages, and to support local, state, and national initiatives through its website. In this section we provide our membership with a forum where ESL professionals can share similar concerns about the WIDA Standards, WIDA-MODEL, WIDA ACCESS and Alternate ACCESS.

The feature we are most excited about is the forum dedicated to lesson plan sharing. Our members can upload and download, free of charge, lesson plans incorporating the WIDA Standards framework.

Create a topic or contribute to these discussions:

[Q&A Forums](#)

[Lesson Plans](#)

[Primary](#)

[Secondary](#)

[Resource Links](#)

Help us populate this page with your contributions! Everyone benefits with the exchange of lesson plans and when sharing ideas and concerns.

New Scholarship Opportunity for Volunteer ESL Programs

Edie Barry (1948-2013) was a dedicated teacher and a committed member of the TNTESOL organization. In addition to this professional service, she actively served as a volunteer in a faith-based organization which provided ESL services to her community. In memory of Edie, and to honor her service, TNTESOL has established a new scholarship for those working in volunteer settings.

Edie Barry Scholarship Criteria:

Must be a volunteer (not paid) teacher or program administrator at a faith based or community organization that provides ESL classes for community adults.

Must join TNTESOL (paraprofessional level)

Must plan to use funds within 90 days of receipt for one of the following (a detailed description must be included with the application):

Materials to train volunteer teachers

Training opportunities for volunteer teachers

Teaching materials for the faith-based or community ESL classes

Prior to receiving funds, recipients must submit an article for the TNTESOL newsletter, describing the program and how the requested training or materials will serve the community and improve the quality of English classes. They must also write a letter to be sent to the Barry family.

Overall Travel Grant Winner

Collaboration and Co-Teaching with English Language Learners: New Strategies for Collaborative Teaching and Learning

Andrea Bontempi
Dr. Johnna Paraiso
Rutherford County Schools

Inclusion, collaboration, and co-teaching have become buzz words that need clarification and study. We do not co-teach because it benefits the master schedule or fits in with RTI² Tiers, or because there is a lack of space or low numbers of ELLs in the building. We co-teach because it provides academic rigor for advanced ELLs, includes ELLs in the larger school culture, promotes cultural awareness, and makes the ESL teacher more aware of grade expectations. Co-teaching also benefits non-ELLs through differentiated instruction, varied educational methods, carefully crafted lessons, authentic assessments, and instructional adaptations.

Features of a collaborative school culture include curriculum, practices, shared vision and mission, and professional development that all center on student growth. Collaboration is a joint effort of multiple individuals or work groups to accomplish a task or project. It may be asynchronous or synchronous (known as real-time collaboration). Co-Teaching is an approach to program delivery where two or more teachers (general education teacher and ELL specialist) share teaching responsibilities within a general education classroom. It is not unusual to see one teaching and one observing or sitting near a student in the back of the room; this is not co-teaching. The co-teaching models include: team teaching; station teaching; parallel teaching; re-teaching; supplemental learning activities; and one teach, one monitor/ assess.

Co-teaching has some challenges: *cells and bells* (logistics of classrooms and bell schedule); the ESL teacher may not be assertive; neither teacher knows the co-teaching models; the content teacher may be territorial (unwilling to share); the content teacher may be unaware of, doesn't connect with, or is indifferent to, ELLs; prejudice could exist; and administrators and program accountability could pose unavoidable problems, such as with teacher schedules and observations.

The four Cs of collaboration are: conversations, coaching, curriculum, and craftsmanship. Teachers have conversations about students' needs, lives, and work; curriculum and instruction; teachers' own struggles and successes; and what matters to the teachers. They engage in peer coaching to improve: lesson planning and delivery, unit design, the use of supplementary materials, adapted content, modified instruction, and assessment. Teachers collaborate on the curriculum by aligning: language and content lesson objectives, unit goals, curriculum maps, supplementary materials, resources, and adapted texts and materials. They collaborate on their craftsmanship by exploring: ELs' background knowledge and prior learning, peer coaching, instruction in the context of co-teaching, effective methods for aligning curriculum and objectives, effective time management, and making the most of collaborative efforts.

The best way to collaborate is face to face; however due to scheduling conflicts, this is not always possible. We do not give up. Here are just a few ways to collaborate: telephone, Skype, Facetime, email, Facebook, Edmodo, cloud collaboration (Google docs, iCloud, Drop Box, Wikis, Office 365, and PB Works). After all, our level of collaboration affects our students, and they deserve our best efforts!

Honigsfeld, A., & Dove, M. (2010). *Collaboration and co-teaching: Strategies for english learners*. Thousand Oaks, CA: Corwin Press.

Honigsfeld, A., & Dove, M.(n.d.).*Co-teaching for ells*. Retrieved from <http://coteachingforells.weebly.com/>

A Message from the State

Dear TNTESOLers,

Welcome to 2015!

What a year 2014 was for TN and ESL! The Tennessee Department of Education (TDOE) trained 250 teachers on the foundations for WIDA standards in late spring and early summer. Then Dr. Mari Rasmussen followed up with WIDA standards training for approximately 750 teachers and administrators. Thanks to all of the districts who hosted the trainings; it would not have been successful without your help.

Although the trainings were successful, we have much more training with the standards, development of model performance indicators, and best practices before we will have reached our goals. We are kicking off this training by having multiple sessions on ESL at the Partners in Education Conference in Nashville, January 26-29.

Hopefully by now, we are all certified on the different aspects of the WIDA and anxiously awaiting the opening of the testing window for our first year of WIDA ACCESS Assessment. We are still negotiating to find the proper cut scores for the WIDA ACCESS. We are working on this process with the federal program officers and with Dr. Gary Cook at WIDA.

There was recently new guidance from the U.S. Department of Education for assuring proper services to limited English proficient students from the Office of Civil Rights. There are documents and a toolkit provided in this guidance.

The TDOE allowed me to participate in the first meeting to update the Can-Do descriptors. We should see more on that throughout this year.

Good luck with our first WIDA ACCESS training.

Jan Lanier
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Visit <http://www.tesol.org/convention2015> for more information and to register.

Save the Date

2015 SETESOL Conference

hosted by LATESOL

Site: Hilton Riverside Hotel, New Orleans, LA

Dates: October 21-24, 2015

Tentative Theme: "Go for the Goal: Empowering English Language Learners"

For more information, go to: <http://latesol.org/>

Due to GA hosting the 2018 TESOL conference, there is a change in the rotation for the SETESOL conferences.

2016 KYTESOL

2017 – SETESOL cancelled: GA hosts TESOL

2018 – Sunshine TESOL

2019 – AMTESOL

2020 – VATESOL

2021 – GATESOL

2022 – TNTESOL

Upcoming TESOL Conferences

Spring 2016

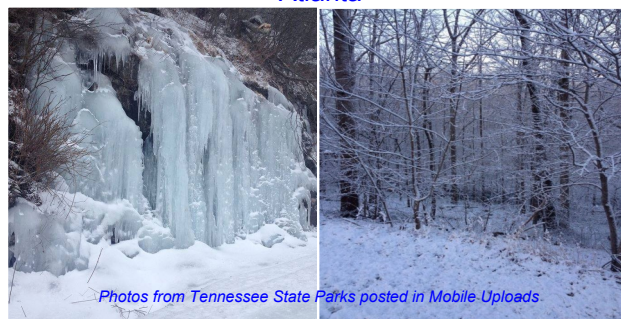
Baltimore

Spring 2017

Seattle

Spring 2018

Atlanta



Photos from Tennessee State Parks posted in Mobile Uploads.

ARLINGTON, TENNESSEE TEACHER RECEIVES INTERNATIONAL AWARD

Michelle Sluder, ESL Teacher at Arlington Community Middle and High Schools, has been chosen to receive the 2014 TESOL Virginia French Allen Award. This international award is given to an educator who has provided contributions to the field of educating English Language Learners and the greater community.

In August of 2004, Michelle became an English as a Second Language Itinerant Teacher. She quickly realized that the parents of her students would also benefit from ESL classes. Michelle was very instrumental in the development of English Classes for Adults. These classes became so popular, they grew from one night a week, to two. Her design of practical and useful lessons led to the creation of an "ESL Adult Class Cookbook". This cookbook is a true representation of how Michelle makes everyone feel comfortable and learning enjoyable. She led these classes in addition to being a full time teacher.

In August of 2013, Michelle became worried that many of her parents were unable to attend the evening Adult classes. She freely gave up her planning time and created an Adult ESL class during the day. These parents were extremely appreciative, and the success was due to the collaboration Michelle created between the school, community, and parents.

In addition, Michelle has collaborated with other Tennessee districts to develop summer programs for English Language Learners. Michelle continues to serve the community through tutoring local groups. Her strategies and expertise allow them to become successful citizens.

Michelle has also represented her state affiliate, TNTESOL. In 2010, she presented at the regional SETESOL conference and continues to provide workshops. Her sessions are filled with hands on, realistic strategies that not only benefit English Language Learners, but general education students as well.

Michelle is a kind hearted, honest, trustworthy and dependable educator. She is a true asset to the world of education.

2015 TNTESOL Annual Meeting and Conference

Visit www.tntesol.org and register today!

TNTESOL Poster Session: Be a presenter at our Poster Session!

Poster Sessions offer a great opportunity for first time presenters and students. You will engage with a smaller group in a more informal setting. If you are new to presenting, this is a chance for you to get your feet wet without facing a large audience. Experienced presenters may use this opportunity if their talk was unable to fit into the main program or if they want to gauge interest for a possible one hour presentation in the future.

A Poster Session advertises your research and programs. It combines text and graphics to make a visually pleasing presentation. A professional poster involves showing your work to numerous attendees at the TNTESOL Conference. The session will take place in one of the large ballrooms at the hotel. As viewers walk by, your poster should quickly and efficiently communicate your research. Unlike the fast pace of a slide show or verbal presentation, a Poster Session allows viewers to study your information and discuss it with you one on one.

The Poster Session will be Friday, March 6, 2015 from 10:00 to 12:00 pm. Set-up will be on Friday, March 6, 2015 from 8:30-9:30 am. Check out www.tntesol.org for more information on how to submit your Poster Session Proposal.

Friday's Keynote Speaker

Dick Allington

Professor of Literacy Studies at the University of Tennessee and a Past-President of the International Reading Association and the Literacy Research Association

He received the Outstanding Dissertation Award and the William S. Gray Citation of Merit from IRA for his contributions to the profession. Dick has been twice co-recipient of the Albert J. Harris Award from IRA in recognition of his research contributing to the understanding of reading and learning disabilities, and has been elected to the Reading Hall of Fame.

Dick currently serves on several editorial boards including *Reading Research Quarterly*, the *Journal of Educational Psychology*, *Remedial and Special Education*, *Language Arts* and the *Journal of Disabilities Policy*. He is author of several books, including *What Really Matters for Struggling Readers* (PearsonAllynBacon), the *Handbook of Reading Disability Research* (Routledge) co-edited with Anne McGill-Franzen, and most recently, also with McGill-Franzen, *Summer Reading: Closing the rich/poor reading achievement gap* (Teachers College Press) and with Michael Pressley, *Reading instruction that works: The case for balanced teaching* (Guilford).

Saturday's Keynote Speaker

Sponsored by Cengage Learning

David W. Moore, Ph.D.

Professor of Education, College of Teacher Education and Leadership, Arizona State University, Tempe, Arizona

Dr. David W. Moore taught reading in Arizona public schools before entering college teaching. He is currently in the Division of Educational Leadership and Innovation at Arizona State University where he researches and teaches courses in literacy across the content areas. He is actively involved with several professional associations. His thirty-year publication record balances research reports, professional articles, book chapters, and books. Noteworthy publications include a history of content area literacy instruction and a quantitative and qualitative review of graphic organizer research. He is currently preparing the sixth edition of *Developing Readers and Writers in the Content Areas: K-12*.



Overall Travel Grant Winner

Abasi McKinzie
Shelby County Schools

The Beatles were ESL Teachers??: Teaching ELs through Music

Southeast TESOL this year was held in Rogers, Arkansas, and it was an adventure in getting there, to say the least. Having either only gone to nearby cities, like Little Rock, or passed through Arkansas to get to other destinations, like Dallas, I did not realize the distance or altitude at which Rogers was located. Braving the twists and turns and driving of my fellow travelers through the fog and rain, I arrived just at the end of the day on that Friday. Just as with most things in life, the more treacherous and challenging the journey, the more satisfying and rewarding is the destination. Although I was able only to attend sessions on one day of the conference, I thoroughly enjoyed it. The participants in my session were great and gave me more ideas to include in instructing ELs through music. The keynote speaker for that Saturday was very knowledgeable and presented lots of pertinent information. Everything about the day was great! I am most grateful for being awarded a travel grant to be able to present at such a prestigious gathering of ESOL professionals.

Now, to put in written form a synopsis of what I presented, I will share “The Beatles were ESL Teachers??: Teaching ELs through Music”. Yes, yes the Beatles and many other musical groups were/are instructors of English without realizing it. Music lends itself naturally to being a mode by which the transmission of language is much easier and more natural than rote memorization or forced practice. It, along with love, are the universal languages that cross all cultural, ethnic, linguistic and generational barriers. Additionally, the great thing about music is that it can be used as a vehicle by which to transverse those porous barriers in the area of language. Most people (generally speaking) like music—whether that is punk rock, rap, reggae or folk. When a beat gets to playing, bodies begin a-swaying. When fingers start a-snapping, feet get to tapping. When...well, I think I've made my point.

So, is there research to support and undergird my hypothesis? To satiate the appetites of the Pavlovian devotees of research-based strategies, yes. First, let's not cast aside the power of the anecdotal, qualitative evidence provided by each and every person that has learned commercial jingles, the days of the week, heck—even the alphabet through song. The pen may be mightier than the sword, but the guitar paired with voice is the mightiest of all (just ask Bob Dylan...). I digress... To build upon this bedrock of sound research, there is the Natural Approach. Within the Natural Approach, the instructor is supposed to aid the learner in acquiring language naturally—hence the name. What is more natural than the lullabies sung over us as children or the songs of play learned by kids on the playground? Lastly, there is the much debated theory of multiple intelligences. It is not to say that we are only intelligent through certain modes or that we should only learn through particular methods. Gardner is simply saying that learning and acquisition are much more easily accessed through various modalities, such as interpersonal skills, linguistic ability and musical inclination. Obviously, there is much more in-depth reflection and erudition to be discussed in regards to these two theories of learning and language; however, my aim is to summarize my presentation and to explicate how music can be a vehicle for language acquisition.

The final part of my presentation was more of a hands-on workshop in which the participants were to take out their mp3 players, phones, tablets and devices for storing music portably and peruse their playlists for ideas of how to include music in their lessons for the next week. It was during this that we had the most fun. I had displayed a lesson I had created with Louis Armstrong's “What a Wonderful World” teaching the basic colors and emotions and a lesson on the Beatles' “All You Need is Love” to present the base and past participle forms of verbs. However, some of the ideas that people were coming up with far surpassed anything I could have imagined. My basic tip was to look at the standards that needed to be taught first and then find music to correspond to the objective created to teach the standard. Overall, it was a truly wonderful experience.

2014 WEST TENNESSEE ESL MINI-CONFERENCE

Angela Rood
Dyersburg City Schools

Following the first West TN ESL Mini-Conference in 2013, we had many requests to host the event again at Dyersburg Intermediate School. Mrs. Click, principal of the school and the former ESL Coordinator, was once again more than willing to provide the conference location. Having a small conference team last year to organize the conference was extremely important since we had no previous experience with hosting such an event.

Last year's successful conference provided the perfect foundation. I simply organized the conference in the same manner as last year and made purchases and budget decisions with the help of the ESL administrative staff of Dyersburg City Schools and the assistance of Susan Smith, the K-12 ESL Teacher for Lauderdale County Schools. Susan graciously prepared all of the certificates and conference receipts, and assisted in any manner needed on the day of the conference. The only thing I really changed this year was my approach of promoting the conference. I reached out to TNTESOL colleagues for help with getting the word out and I sent several email blasts. The TNTESOL social media sites were also very useful for the conference promotion. That diligence and networking paid off because our attendance doubled from last year!

Our conference agenda consisted of six break-out sessions with a focus on current ESL issues



Jan Lanier gives updates on standards and assessments

and WIDA. All sessions were very professional and informative, but perhaps the two sessions led by Jan Lanier, TN ESL Coordinator, were the most enjoyable part of the day. Attendees were so grateful for the opportunity to receive information directly from Mrs. Lanier in a relaxed, informal setting. Jan updated everyone on current ESL issues, standards, assessment and WIDA concerns. As an added surprise, Mr. Joey Hassell joined us for the morning session to share some thoughts on ESL students, to acknowledge the work that we are doing and to encourage us in our efforts.

Additionally, district ESL coordinators appreciated a private session with Mrs. Lanier to directly address their specific concerns. Attendees were then given another opportunity to discuss their concerns and ask questions during an informal panel discussion with Jan Lanier, Lee Ann Kelly of Collierville Schools and me.



Jenna Patton's presentation on K-5 ELA Strategies for ELLs

At the end of the day, approximately 82 participants had enjoyed six hours of quality professional collaboration and development, along with delicious snacks and lunch prepared by the cafeteria staff of Dyersburg Intermediate School. Funding for the conference materials and food expenses was made possible by an affordable conference fee of \$20.00 and a generous \$200.00 donation from the TNTESOL organization. We received excellent feedback from our conference evaluations and had many requests to make this an annual event. If you are considering hosting a mini-conference, create a plan and contact the TNTESOL Board for their support. The most difficult part of organizing a conference such as this is securing quality presenters. Starting early with promoting the conference and making connections with colleagues and others in your professional network can be beneficial to the process.

This is my third year of serving as a Member-at-Large on the TNTESOL Board and I can say that the experience has definitely contributed to my professional growth in so many ways. Three years ago, I would have never considered taking on the task of hosting a mini-conference, but now I can sincerely say that doing so has been one of the highlights of my teaching career. Without the support and connections made through TNTESOL, I never would have taken that step. I was a member of TNTESOL for 4 years before becoming actively involved. Serving on the TNTESOL Board has been a metamorphosis for my ESL career. Consider becoming actively involved and see what a difference it can make for you!

TNTESOL Board of Directors—Slate of Nominees

PRESIDENT



Cary Wright has been an ESL teacher in the Clarksville-Montgomery County School System since 2007. In addition, she provides Spanish translation services to the school system and serves as Section 504 Chairperson at Pisgah Elementary. Cary is a Puerto Rico native, who also lived in Stuttgart, Germany from 2004 to 2006 before relocating in the Fort Campbell area. She obtained a B.A. in Public Communications in 1998 from the University of Puerto Rico. After serving four years as Marketing and Communications Director in the American Cancer Society of Puerto Rico, she returned to school to earn her M.A. in Elementary Education from the University of Phoenix. Driven by community service and the desire to help the diverse student populations, she later obtained endorsements for ESL and Spanish. Cary was Co-Chair of the TNTESOL 2014 Conference in Nashville and

has presented at past conferences as well. She is married to Nathan Wright, and is a proud mother of two teenage daughters, Monica and Veronica, and a 5 year-old boy, Dylan.

FIRST VICE-PRESIDENT



Tammy Hutchinson-Harosky is a native of Bristol, VA. Tammy received her B.A. in English/Secondary Education and her M.A.T. – English as a Second Language from Carson-Newman College in Jefferson City, TN. Tammy received her Ed.S. degree from Lincoln Memorial University and is currently working on her Ed.D. in Teaching English as a Second Language from North Central University. Tammy worked in the public school system for nineteen years where she taught English, Spanish, Journalism, and ESL. Seven of the nineteen years were spent as the ESL instructor for Bristol TN City Schools. Tammy served ESL students from PK-12 in BTCS. Tammy has also taught ESL courses for ESL students at the Community College level and ESL survival courses for adult ESL students. In the fall of 2013, Tammy accepted a full time Assistant Professor position in the Teacher Education department of King University in Bristol,

TN. Tammy serves as the ESL Program Coordinator. Tammy's specialty is Literacy and ESL. Tammy has been married for 14 years to Chris Harosky. They are the proud parents of two daughters – Hannah, age 13, and Haley, age 11.

SECOND VICE-PRESIDENT



Christine Tennyson has been an active member of TNTESOL since the spring of 1999. She has presented several times in the area of reading and literacy and has won travel grants three times. In addition, she recently served as a member-at-large. She earned a B.A. from Hope College in Holland, MI, a M.A.Ed. from Austin Peay State University, and will complete her doctorate from Trevecca Nazarene University in May. She has taught middle school ESL in Rutherford County for fifteen years and currently teaches at Smyrna Middle School. She resides in Murfreesboro with her husband and son. Her daughter is expecting their first grandchild in June.

Continued on page 13

Continued from page 12

MEMBERS-AT-LARGE



1. Dr. Alyson F. Lerma is the Supervisor of World Languages and English Language Learners in Knox County Schools. She has worked in various levels of public education throughout her decade-long career; most of that time has been focused on aspects of second language acquisition. This year marks her 12th year working in education; it is her fourth year as World Languages Supervisor and her second year as the Supervisor of English Language Learners and Migrant Education in KCS. She also serves on the state Consolidated Planning and Monitoring Committee.

Dr. Lerma enjoys working with a variety of stakeholders to provide needed support in all areas for English Language Learners and their families. She collaborates closely with several local organizations in the Knoxville area to maximize services to students and their families. In addition, she is a board member of HoLa, Hora Latina, a non-profit organization promoting the arts and cultures of Spanish-speakers.

Dr. Lerma has presented her research and related works at numerous conferences and has co-authored various papers that have been presented internationally. Her areas of research include Hispanic dropouts, Latino/a student identities, immigration, undocumented students, and related social justice issues. She was also a contributing author of *Great Lives from History: Latinos*. Five of her essays on the most influential Hispanic artists of the last century appeared in this three-volume work from Salem Press in 2012.



2. Dr. Valerie Rutledge serves as the Dean of the College of Health, Education and Professional Studies at The University of Tennessee at Chattanooga. This college includes undergraduate and graduate programs in Interior Design, Social Work, Education, Nursing, and Health and Human Performance as well as doctoral degrees in Learning and Leadership, Physical Therapy, and Occupational Therapy. Prior to joining the faculty at UTC in 1995, Dr. Rutledge taught English, Latin, and Drama in the Hamilton County Schools and was recognized as Hamilton County Teacher of the Year, Southeast Tennessee, and Tennessee High School Teacher of the year in 1986.

Dr. Rutledge has been a member of the Tennessee State Board of Education, president of the Tennessee Reading Association, president of the Tennessee Council of Teachers of English, and director of the Tennessee Governor's School for Prospective Teachers. Dr. Rutledge's expertise lies in the areas of literacy, English as a Second Language, and teacher training. Currently she serves on the boards of Siskin Children's Institute, Siskin Rehabilitation Hospital, Principal Leadership Academy, Creative Discovery Museum Advisory Council and Center for Innovative Learning Board, STEM High School Curriculum Committee, and UTC Children's Center Advisory Board.

A UC Foundation Professor and Mildred Routt Distinguished Teaching Professor, Dr. Rutledge holds B.S. and M.Ed. degrees from The University of Tennessee at Chattanooga in Secondary Education: English and received her doctorate degree in Higher Education: Leadership Studies from The University of Tennessee-Knoxville. Her research interests include teacher candidate preparation, curriculum development, and elementary and secondary literacy as well as effective instructional practices.



3. Renee Tolliver Combs has been teaching ESL in Campbell County, Tennessee, since 2002 when she designed and implemented the program. Since its inception, she has been the only ESL teacher in the county serving between 25-40 students at 4 schools per day. She serves as the Spanish/Italian translator for the school system as well as the Campbell County Children's Center. She also spends Wednesday nights with the parents of her students by teaching an adult ESL class at her church.

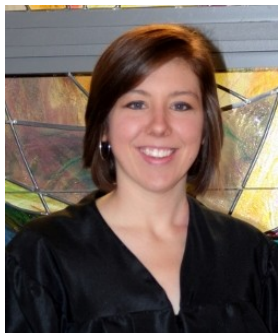
Renee has an intimate knowledge of her students' struggles. At the age of eighteen, she left Kentucky to work in Paris, France. She spent the next eight years working in Europe, living in various countries and traveling for work to many others. She learned what it took to "learn"

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different languages, and is fluent in Spanish, Italian, and English. Upon returning to the United States, Renee completed her B.A. in Spanish at the University of Tennessee with a Master's in Education (emphasis in Spanish and ESL).

Renee enjoys teaching and sharing with others (especially teachers) what she has learned from her years in ESL. Constantly striving for more effective and efficient teaching methods, she shared some of these methods with her peers at last year's TNTESOL conference. Renee presented "Grammar, No Labels." She was inspired by the interest of fellow teachers, and overjoyed with their feedback of implementation in their classrooms.



4. Katie Morgan is the director of the English Language Learning program in McMinn County Schools. She also serves as the district's liaison for Families in Transition/Homeless. Before stepping into her current position, she taught Spanish and helped coach women's basketball at McMinn Central High School. Katie is an alumna of Tennessee Wesleyan College, graduating with a B.A. in International Missions and Children's Ministry. Katie received a masters degree from Duke University with a focus in Christian Education before attending Lee University to complete additional coursework in Teaching Languages. Aside from her service in the local school district, Katie has taught ESL to adults both in the community and abroad in Costa Rica and Mexico. She has served on the Executive board for an organization in Knoxville that assists in the assimilation of Middle Eastern refugees into the community. She currently is working in partnership with the local college to revitalize their English Language Program. Although Tennessee is an English only state, Katie is a proponent of dual language literacy. These interests have merited her a seat on the Ocoee Regional Library that supports programming in libraries in a portion of rural Southeast Tennessee.

She currently is working in partnership with the local college to revitalize their English Language Program. Although Tennessee is an English only state, Katie is a proponent of dual language literacy. These interests have merited her a seat on the Ocoee Regional Library that supports programming in libraries in a portion of rural Southeast Tennessee.



5. Barbara Finney has been teaching English as a second language for 9 years and holds a M.A. in English with a concentration in ESL and a M.A. in Romance Languages with a concentration in Spanish, both from the University of Memphis. She gained a solid foundation for understanding others who are learning a second language while growing up and learning to speak Spanish among the Cuban community in Miami, Florida, spending a summer at the Instituto Tecnologico in Monterrey, Mexico, and as a year abroad student in Madrid, Spain while earning her B.A. in Spanish and Education from Stetson University in Deland, Florida. She went on to teach and develop curriculums for teaching Spanish at the elementary, middle, and high school levels for 10 years in Florida, Kentucky, and Tennessee. A great desire

to teach English as a second language emerged after becoming a Tennessee registered court interpreter and extensively working with the Hispanic community in the Memphis area. She has had an article published in the TNTESOL Journal, and has presented at TNTESOL Conferences as well as at her district's professional learning days and providing workshops for her colleagues at her school. As a National Board certified teacher, Barbara continually seeks to improve her knowledge and skills on how to use technology in the classroom that will increase her students' achievement. She has worked closely with many ELL families to meet not only the needs of her students, but to assist the whole family in locating and accessing services and resources to cultural understanding of procedures that they may not be aware of. She is currently an ESL teacher at Riverwood Elementary in Shelby County Schools.



6. Dr. Jeanne Gilliam Fain is an Associate Professor in the College of Education at Lipscomb University. She is Lead Faculty for the Master's of English Language Learning program. Dr. Fain has written and received several national grants to increase literacy achievement in urban and multilingual elementary schools. She has written articles and book chapters on family-response journals, family-led multilingual literature discussions, and critical conversations with bilingual learners.

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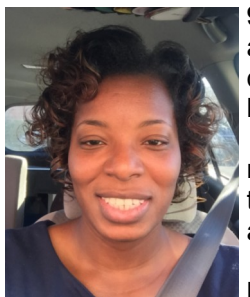
7. Dana Payne has been in the education field for the past 32 years, 11 of those as an ESL teacher. She has a Bachelor's degree in elementary education from the University of Tennessee at Knoxville and an endorsement credential in ESL from the University of Memphis. She is currently teaching ESL at Shelby Oaks Elementary in Memphis, Tennessee. Dana has presented at past TNTESOL conferences and has been an active member, co-chair and chairperson for past conferences. She was awarded the West TNTESOL Teacher of the Year in 2011. Dana believes in teaching and learning for all students and is always welcome to new learning herself. Teaching students through speaking, listening, reading and writing and using real life experiences is a key for success, and incorporating these will help bridge

the gap for all learners. Dana is a strong advocate for all students and would love to help others achieve success with their ESL students.



8. Angela Rood has been a teacher for sixteen years, with the last seven years as the ESL teacher for grades K-12 for Dyersburg City Schools. Angela has always enjoyed teaching, but she finds that her years as an ESL teacher have been the most rewarding that she has ever spent in a classroom. While serving as a fourth grade teacher, she was selected as Teacher of the Year for Dyersburg Intermediate School in 2008. While serving as the system's ESL teacher, she was selected as Teacher of the Year for Dyersburg City Schools and Tennessee Northwest Regional Teacher of the Year in 2012. Also in 2012, she was chosen as the TNTESOL West TN ESL Teacher of the Year. Angela received her Bachelor's degree and ESL endorsement from the University of Memphis and a Master's degree in

Reading and Literacy from Walden University. As an ESL educator, she works to extend the educational opportunities of students and their parents beyond the ESL classroom. Angela has initiated a program which provides access to English acquisition for the parents at no cost to them. She has held community service events for parents to help them register for free community services such as library cards and English language classes. Angela believes in involving the parents and welcoming them to experience learning with their children. Her students have enjoyed performing in Reader's Theater programs and annual Multicultural Festivals in which Angela's students worked to create cultural stations to represent the students and their families. Parents were involved in preparing multicultural food and providing demonstrations of writing, arts, or crafts. ESL students from the University of Tennessee at Martin attended to perform music, along with demonstrations of arts and crafts. Many of Angela's ESL students served as leaders of a cultural station and performed through songs or demonstrations. The Multicultural Festivals are always thoroughly enjoyed by the community and are well attended. She has also provided annual ESL in-services for classroom teachers and has coordinated and hosted the West TN ESL Mini-Conference for the past two years. Angela has served as a TNTESOL Member-at-Large for the past three years and would greatly appreciate the opportunity to serve for another term.



9. Juliet Williamson began her TESOL career almost 10 years ago teaching ESL to adult refugee students. She continued her formal education and earned a Master's degree in TESOL and Intercultural Studies. She really enjoyed using what she learned in the classroom to help her students learn.

Mrs. Williamson transitioned from working in a classroom with her students to directing an adult ESL program. She worked to recruit and train ESL tutors, and registered the students. The tutors were later matched with students by Mrs. Williamson and taught ESL one-on-one.

Currently you can find Mrs. Williamson teaching ESL at the secondary level. She began the journey with this new teaching endeavor two years ago and is enjoying every day of it. She hopes to continue to make a difference in the lives of her students by teaching them ESL. She would like to be more of an advocate for them by being on the TNTESOL board and grow as she works with other TESOL professionals.

Gundi Ressin Memorial Scholarship Recipient

Research Regarding ELLs and Northeast Tennessee High Schools

Jill Winiger, Ed.D.
ESL Teacher, Liberty Bell Middle School
Johnson City Schools

In Fall 2014, I completed research on the topic “High School Educators’ Perceptions of Their Schools’ Conduciveness to English Language Learners’ Success.” The purpose of this study was to investigate the perceptions of administrators, school counselors, and classroom teachers within the high schools of Northeast Tennessee regarding their schools’ academics, climate, culture, and parent engagement and their English Language Learners’ school experiences. I sought to ascertain if significant differences exist between the perceptions of different groups of educational professionals within the school. Data were analyzed from 50 survey questions distributed to 12 school districts and collected through an online survey program. The results concluded that the participant’s role in the school had no significant effect on perceptions of their schools’ conduciveness to ELs’ success. However, other trends were noted in the data and support certain recommendations for school policy and practice.

1. **Classroom culture:** Teachers and school counselors identified the difficulty culture differences, language barriers, interrupted education, and lack of formal schooling present to ELs’ academic success. Yet, many also cited the lack of resources, training, and experience to know how to support these students’ development of language proficiency, resilience, and academic growth.

Administrators are encouraged to provide staff development and training in the areas of cultural competence, research-based methods and strategies for supporting academic success of diverse learners, and techniques in teaching comprehensible academic and social language in all subject areas (Cummins & Stille, 2012; DeCapua & Marshall, 2011).

2. **Student resilience:** Educational professionals should prioritize learning about the background, interests, challenges, and aspirations of the ELs within their classrooms and schools. Understanding more about these students’ academic backgrounds and future hopes can inform culturally-relevant classroom instruction and guidance towards extra-curricular involvement and can be used as motivation to fuel the students’ current persistence to meet future goals. The presence of even one supportive and caring adult can provide students with opportunities to plan for and experience academic success (Lopez, 2010).

3. **School climate:** A climate that is safe, supportive, challenging, and empowering is most conducive to EL academic success.

Administrators can be instrumental in leading the way in fostering a climate that demands high expectations for all students, including ELs. ELs and their parents need to be informed about the educational pathways for various careers in the United States and be made aware of the value of Advanced Placement, Honors, and college-preparatory coursework on those paths. This information needs to be provided in linguistically-comprehensible formats to the parents and students, and students need one-on-one guidance and direction in developing and monitoring their progress in their four-year plans.

4. **School culture:** School culture refers to the style of administrative leadership, the school’s policies and procedures which guide behavior and expectations, and the access students have to resources.

Administrators can make it a priority to provide EL access to academic supports while also fostering a culture that brings greater cultural awareness to the student body, increasing inclusivity and ELs’ sense of connection and belonging. ELs would benefit from tiered-intervention opportunities, after-school or during-school tutoring programs, and ongoing support of an on-site ESL teacher. In the area of social interaction and inclusion, the entire student body would benefit from greater global awareness

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as well as increased knowledge of the value and benefits increased diversity brings. Thus, with an increased sense of belonging and connection along with added support to make academic success a possibility, ELs' resilience and academic persistence should also increase (Croninger & Lee, 2001; DeJesus & Antrop-Gonzalez, 2006; Waxman, Gray, & Padron, 2003).

5. Home and school partnership: Administrators can request translators be available for system use for as many languages as possible. These translators could serve as liaisons between school and home and serve to bridge the language barrier in parent-teacher conferences, disciplinary meetings, guidance appointments, and four-year, financial aid, and other informational meetings. The school might also utilize translation software to ensure forms requiring parental/guardian signatures are comprehensible.

Administrators could utilize the services of home/school liaisons, graduation coaches, ESL teachers, and/or community agencies to ensure both ELLs and their parents receive training in ways to monitor student progress, be it through use of online report card programs, teacher websites, or other methods. These individuals could also train the parents in ways to support student learning, as in assigning a place at home for studying, finding access to the internet and printers, or locating bilingual dictionaries and websites, to name a few. Increased parent awareness of resources can result in increased possibility of student success (Panferov, 2010; Sommerfeld & Bowen, 2013).

I am thankful for the support the Gundi-Ressin Scholarship provided. It is my hope that the data gleaned from this study can help our schools foster the personal and academic development and achievement of our ELs.

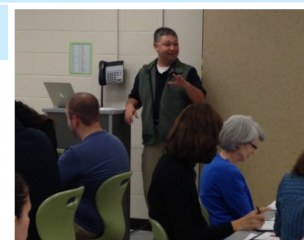
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West Tennessee Mini-Conference Memories



Debra Frantz presenting on WIDA and Weebly



Surprise visit: Joey Hassell, Assistant Commissioner of Special Populations, thanks ESL teachers and answers questions

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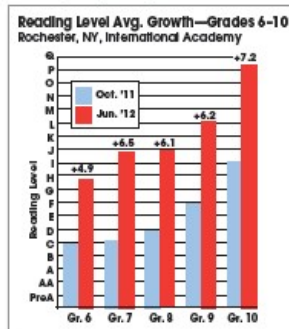


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An Interview with a First-year Teacher

Abasi McKinzie
Shelby County Schools

This is part II of the interviews with first year teachers begun in the last newsletter. This interview is with Howon Lee, a graduate of Ewha Women's University in Seoul, South Korea, with a B.A. in Education and English Education and Vanderbilt University, with a M.Ed. in English Language Learners.

1. How was your first year of teaching?

I would say that it was a very successful first year overall. I can say that because I have learned a lot about the school system, students, and the mechanism of the ESL program. I am so proud of myself when I am able to use all the ESL jargons and acronyms such as NELB, ELDA, ELSA, T1, T2, LSP, etc. However, I know for a fact that there are a lot more to learn to become a better educator, and I am excited to carry on the journey of teaching.

2. What type of ESL program does your district utilize? (Pull-out, inclusion, etc.)

I had pull-out sessions in the morning and inclusion classes in the afternoon. I came in one of my students' science and language arts classes to assist with his comprehension. I only came in this one student's classes because he was relatively new to the U.S.; this was his 3rd semester in an American school.

A. How would you describe where you teach?

I am an itinerant ESL teacher and have two schools: middle and elementary. Both of my schools are located on the outskirts of Memphis, TN. The middle school, which is my base school, is a 6 through 8, Title I school which has about 450 students. The majority of students are African American, followed by Caucasian. Hispanic and Asian populations are minor, making up less than 10% of the student body. All of my students are Hispanic except for my Arabic speaker from Yemen. The elementary school is located in a more rural setting which has grades K through 5. It is also a Title I school, but due to school's strong emphasis on literacy and numeracy development, it is one of the highest achieving elementary schools in Shelby County.

I think being an ESL teacher is the best job one can have.

B. How do you feel that the setting in which you teach affected your ability to effectively interact with your students? (Did it enhance it or limit it...in what way(s)?)

The fact that I have two schools that have relatively low EL populations has allowed me to connect to each and every student. While planning for lessons, I've been able to tell which students would be interested in the topic and which ones would be the reluctant readers for whom I would need to provide differentiated tools or materials. My students have also opened up to me regarding their personal issues that have had to do with their friends and family, which has granted us very special bonds. The only difficult thing in my base school being a Title I school has been that many parents work late hours, which has made it difficult for them to attend parent conferences or other school events.

3. How has being a part of TNTESOL helped you this year?

Honestly, I couldn't read TNTESOL's articles and newsletters as much as I wanted to. However, the TNTESOL meeting in Nashville this year was really helpful because I could hear directly from very successful teachers about what worked for them. Besides, just interacting with other ESL teachers and sharing the experiences boosted my spirit and energy. The best part of the TNTESOL conference this year was definitely the speech by Sonia Nazario. Even though I knew roughly about what is happening at the border and what some of my students' parents were/are going through, I really didn't have much of an idea of what that must be like. Listening to her story and seeing the visuals she provided, I can definitely better sympathize with my students, which will allow the relationship between my students and I to be more genuine and meaningful.

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4. What could TNTESOL as an organization do to help support beginning ESL teachers?
(See the response to Question 6)

5. What is one memorable moment/lesson that occurred this year that you feel you will reflect upon repeatedly as you continue your career as an ESL teacher?

In a parent-teacher conference, one of my students burst into tears because he was so frustrated in his Science class. Even though he tried really hard, he could not catch up due to the overwhelming language and content input. This broke my heart because I could really empathize with the anxiety and frustration he was going through. As I continue my career as an ESL teacher, I will always remember the moment and do my best to make content accessible for my ELs.

6. How does the university experience compare to real practice?

I am utilizing a lot of things I have learned from the two universities I attended for my B.A. and M.Ed. degrees. At the university I attended for my master's degree, I learned that home visits are very important to understand students' families and communities. Through the real practice, however, I learned that it is not always easy to interact and communicate with the families and communities because of many practical reasons. In one of my conferences with my principal, for example, she recommended not to visit my student's house due to safety issues.

Another big difference that I noticed is that not every student is willing to utilize their L1 as a tool for learning English, especially when there are mixed groups of students in terms of their L1s. In my master's program, utilizing students' L1 and home culture as funds of knowledge was highly emphasized. Although it could be the characteristic of adolescence or it might be my students' personal traits, I have noticed that students would rather not talk openly about their home culture that is distinctive from that of mainstream. In addition, a significant number of students have already lost their L1. I am realizing that with a lot of students, especially the ones who have been in an ESL program for most of their school years, there is a significant discrepancy between their L1 literacy (reading and writing) and oral language.

One more thing I would like to add regarding what I wish I was better prepared for is how to co-teach. I have spent a significant amount of my work time co-teaching in other teachers' classrooms this year. At least in my pre-service teacher training programs, I have never had a class that is directly about co-teaching or co-planning strategies. In the science and language arts classes where I co-teach, it gets tricky sometimes to determine how much I need to explain and how to differentiate learning activities and assessments. It would be amazing if I could have sessions in future TNTESOL conferences where I can learn about different ways how ESL teachers can effectively assist students and teachers to learn and teach lesson content in an inclusion setting.

One last note: TOO MUCH TESTING!—which is the same as saying that there is a limited amount of instructional time. I have been warned about this in universities, but in reality, it is even worse than I had imagined. Especially towards the end of the year, it is incredible how much testing students are required to go through.

7. How do you see your future in ESL unfolding?

I love my job so much. I think being an ESL teacher is the best job one can have. Also, I think being an ESL teacher is what I can do the best because I know and feel what they go through. Therefore, I would like to continue teaching ESL for at least 4 more years. I would like to experience schools of every grade. I am currently in an elementary and a middle school, so I would like to work at a high school one year. I believe that will help me see the big picture of the ESL program. After that, I would like to go back to a university where I will receive further training to become an ESL teacher educator.

Proposed Constitutional Amendments

The Tennessee TESOL Board of Directors has approved the following amendments to the Tennessee TESOL Constitution, and submits these amendments to the general membership for consideration and subsequent vote at the annual business meeting to be held at this year's state conference in Bristol, TN March 5-7, 2015. The Board of Directors proposes these changes to more accurately reflect current professional code of conduct/ function, standard protocols, and/ or core values of the association. The respective sections of the constitution are printed in black colored font. Language to be removed through these amendments has a single strikethrough line, while language to be added has been printed in red colored font. Pursuant to the Constitution and By-Laws of the Tennessee TESOL Association, these proposed amendments are submitted to the membership 30 days prior (constitution) and 20 days prior (by-laws) to the Annual Business meeting of the Tennessee TESOL Association. These said amendments require a two-thirds vote of the members in good standing present at the annual meeting in March 2015.

Respectfully submitted,
Byron A. Booker
Parliamentarian/ Historian

Proposed Amendments to the Tennessee TESOL Constitution

ARTICLE 1 – Name and Location

The name of the Association shall be the Tennessee ~~Teachers of English to Speakers of Other Languages, hereafter referred to as TESOL~~ **Teachers of English to Speakers of Other Languages, hereafter referred to as TNTESOL** ~~TESOL (Teachers of English to Speakers of Other Languages)~~. It shall meet in the State of Tennessee **on a rotation basis as determined by** ~~wherever the Board of Directors directs.~~

ARTICLE II – Purpose

~~Tennessee~~ **TNTESOL** is a professional, non-profit association...

... Monies may be disbursed only with the approval of the Board of Directors and/or of a majority of members in good standing at a business meeting. **The Board of Directors shall direct the treasurer to disburse all monies in accordance with approved activities of the association.**

ARTICLE IV – Elected and Appointed Positions

Officers

... ~~Presidents may not serve successive terms.~~ **The President may serve a successive term at the nomination of the nominating committee with approval by the Board of Directors and a majority vote by the general membership at the annual meeting.** Candidates for office must be members in good standing of ~~Tennessee~~ **TNTESOL**. Once elected, an officer may be asked to join international TESOL since it requires a certain percentage of each affiliate's officers to be members in good standing with the international organization. (Amended 3.22.2002), (Amended 3.5.2010), (Amended 3.15.2013) **All candidates for office must be in good standing with the Association.**

Board of Directors

There shall be a Board of Directors consisting of the three elected officers, the Secretary, Treasurer, Parliamentarian, Newsletter Editor, and the Journal Editor plus nine other elected Members-at-Large

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broadly representative of the various interests of the members or **by geographical regions, East, Middle, and West.**

C. Duties of Officers

1. ... The President shall appoint such special and standing committees, as the Board of Directors deems necessary to the efficient operation of the organization. ~~The President shall appoint a parliamentarian for the annual business meeting.~~
2. ... the duties of whom shall be to care for all communications between ~~the Tennessee~~ **TNTESOL** and the international TESOL.
5. The Newsletter Editor shall be responsible for the publication of the newsletter at intervals determined by the Board of Directors. The Editor shall also appoint and direct the Publications Committee **as outlined in the By-Laws.**
9. The Journal Editor shall be responsible for the publication of the journal annually as determined by the Board of Directors, and in collaboration with the Editorial Board for the ~~Tennessee~~ **TNTESOL** Journal.

ARTICLE V – Elections

Nominations

... In addition, any member in good standing may become a candidate by a petition signed by at least five other members in good standing. The petition must be received by the Nominating Committee **thirty days** prior to the opening of the Annual Business meeting.

The Nominating Committee is responsible for overseeing the preparation of the ballots, notification of the election cycle to the general membership, distribution of ballots, and administration of elections.

ARTICLE VI – Meetings

There shall be one Annual Business Meeting and at least one additional Board of Directors Meeting each calendar year. Special meetings of the general membership may be called by the Board of Directors. **Notice for regular meetings must be issued thirty days prior to the Annual business meeting. Notice for special meetings must be issued a minimum of seven days prior to the special called meeting. The President of the Association or a designee makes notification to the general membership.**

ARTICLE VII – Earnings **Budget and Finance**

... Notwithstanding any other provision of these articles, the Association shall not carry on any other activities not permitted to be carried on by an organization exempt from federal income tax under Section 501 {c} {3} of the Internal Revenue Code of 1954 (or the corresponding provision of any future United States Internal Revenue Law). **The fiscal year for the TNTESOL Association shall be from February 1 to January 31. The treasurer at the request and with approval of the Board of Directors is responsible for preparation and submission of financial report as outlined in Article IV Section C.**



VOTING

Members may vote: online through the link received by email,
OR by paper at the TNTESOL Conference.



What's Your Objective?

Nona Hall
ESL Coordinator
Rutherford County Schools

"All learning objectives are clearly and explicitly communicated and referenced throughout the lesson." (TEAM rubric: Level 5)

Since the implementation of the TEAM evaluation process, teachers are much more committed to communicating the lesson objectives to their students. It isn't that we didn't know that this was a good thing to do – every lesson plan model ever designed includes a section for lesson objectives. All teachers know that the lesson's objectives provide a focus for where the lesson should be heading and what we want students to know and be able to do. But why should we explicitly communicate that focus with students, and why in the world is a score now attached to it?

The most powerful reason we are now required to share the lesson's objectives with our students is that it impacts student learning in significant ways. The research of John Hattie says, "Simply tell students what they will be learning before the lesson begins and you can raise student achievement as much as 27 percent."

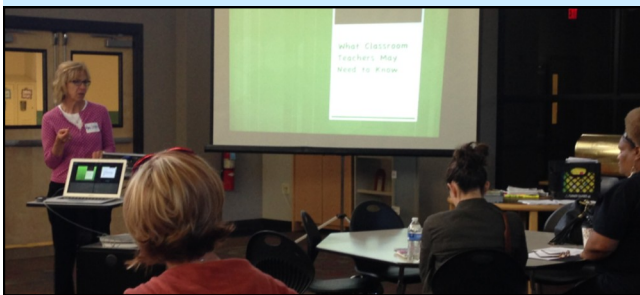
Additional research of Wise and Okey says, "Teachers who set and share objectives for learning can realize an average percentage gain of 22 on standardized tests."

When students know and are reminded of the learning objectives before, during, and at the closure of the lesson, their brains more closely attend to the information that supports those objectives. They also begin to monitor their learning, even at very young ages.

Here are some important considerations when sharing the lesson's objectives:

1. Keep the objectives clear and specific.
2. Make sure the objectives are written in "kid friendly" language.
3. Use choral reading or echo responses when communicating the objectives.
4. Refer to the objectives when students are practicing or working on an activity that supports the objectives.
5. Academic feedback is directly related to the objectives, and students should see the objectives being supported through teacher feedback and student-to-student feedback.
6. Closure of the lesson should refer back to the objectives and prompt students to consider how well they are progressing towards mastery of the objectives.

More West Tennessee Mini-Conference Memories



Mary Legan's presentation on *ESL Teachers Working Effectively with Classroom Teachers*



Vikki Stevenson presenting on *Interactive Writing for ELLs*

A Letter of Appreciation

Thank you for your time and effort donated to TNTESOL. After almost 30 years of attending TNTESOL Conferences—serving as president, vice president and on the board for three terms, co-chairing south-east and state conferences (two), presenting at numerous (SE and State) conferences—this will probably be my last conference in an official capacity as an ESL professional. I hope in the future I can attend as a *guest*. 😊

I want you all to know the importance of the job you are doing and to encourage you to still think of the teachers out there without a lot of resources and with no true leadership from their Central Office. For me, I was invited to attend a TNTESOL Conference about 28 years ago and was so excited when I went and met others like me—teaching these wonderful little children who came to a world of new sights, sounds, and smells, speaking no English. At that time there was not even an endorsement to teach ESL, but I had the guidance of Ms. Sara West of Rutherford County who introduced me to the world of ESL and to TNTESOL. It was like a wonderful world of knowledge opening up to me. Experienced educators, like Andy Duck, sent me materials and recommended books for me to read. Others (too many to mention) shared ideas about the needs of these children, ways to introduce culture and curriculum, and get parents involved, and eventually I was able to reciprocate and share things (like our ESL Notebook or our translations) with other districts as well as help several other systems start their ESL Programs.

TNTESOL was a true network—maybe not as fast as electronic networking is today—but a network where friendships were made and connections fused. Now it is much harder to forge those connections. With the increased numbers of new ESL teachers, more stringent curriculum demands, and a lot of us ‘older’ ones nearing retirement, conferences may seem more impersonal at this hectic time in education, BUT if as an ESL teacher you break away some from your coworkers who attend with you and make an effort to meet others from all over the state, you can really expand your horizon beyond your own system. Large systems can see what it is like for small rural systems and vice versa; districts with huge numbers can see the problems of those with smaller numbers (a lot of these are the same, but there is a definite lack of administrative guidance and funding in many smaller systems). *I am very thankful that the administration in our district has been supportive and inclusive with ESL Programming.*

And lastly, I wish there were more encouragement for participation in TNTESOL and that members felt they were an integral part of the organization. I have really enjoyed my attendance at the SE Conferences and TNTESOL Conferences (I think I have only missed two or three TNTESOL Conferences in 28 years). TNTESOL is only as good as the participants make it. ESL teachers sharing things that have worked in their classes, higher education students sharing research papers, even companies sharing their materials....all are worthwhile in their own way. Therefore, I hope TNTESOL continues to grow and support all of its members—especially those out there with little, if any, guidance.

To our current TNTESOL Board, and really all of our past and future board members, I send a heartfelt “Thank You” for your dedication to the profession and those who serve in it – from early childhood through higher education and adult education, from teachers to paraprofessionals, from administrators to volunteers and parents. We truly need each other—for support and encouragement—and we need TNTESOL to be our leader in this commitment. So, respecting everyone’s opinions, continue to support and advocate for ALL of us in a positive way.

Dianna M. Zadeh, Director
ESL & TCAP Testing Programs
Warren County Schools

TNTESOL is only as good as the participants make it.

TNTESOL Awards Criteria

For award nomination and application forms, as well as more details, please visit our website: www.tntesol.org.

Charles Gillon Professional Service Award

Each year TNTESOL presents a Charles Gillon Professional Service Award to a nonmember who has contributed significantly to or supported strongly the field of ESL/EFL and international education. Nominations are solicited from the membership by the Board and ultimately selected by the Board of Directors. The annual recipient is recognized and presented a commemorative desk item or plaque at the TNTESOL spring conference.

Gundi Ressin Award

The Gundi Ressin Memorial TNTESOL Scholarship was established by the TNTESOL Board of Directors to provide funds to affiliate members for activities such as special instructional projects, educational opportunities (*excluding tuition towards a degree*), and travel to educational meetings or conferences (*excluding the annual TNTESOL Conference*). The Gundi funds are provided by a yearly amount in the TNTESOL budget and by contributions from members and friends in Gundi's memory. TNTESOL members may apply for a Gundi Fund award by sending an application letter to the First Vice-President at least one month before the award is to be granted. The application should state the amount requested (not to exceed \$400), the purpose for which the funds will be used, and an agreement to submit an article for publication in the TNTESOL newsletter upon receipt of an award. Donations may be made to the Gundi Fund when registering for the annual TNTESOL conference or by mailing directly to the TNTESOL Treasurer.

President's Award

The TNTESOL Board of Directors established the President's Award in January of 1999 to recognize individuals within TNTESOL who have contributed to the field of ESL and the TNTESOL organization. The award may be presented annually to a person selected at the discretion of the President with the approval of the Board. The President's Award is presented during the annual TNTESOL conference.

TNTESOL Educator of the Year

TNTESOL will recognize an outstanding TNTESOL member at the annual conference. Nominees should be K-12 ESL teachers with distinguished careers in English-language teaching and a history of service to students, schools, and communities. A winner from each state region will be announced, along with the state award winner.

TNTESOL Travel Grants

Every year, TNTESOL awards travel grants to send the three best sessions at the TNTESOL Conference to Southeast TESOL to represent our state professionals. Awarded sessions will each receive grants of up to four-hundred dollars (\$400). The goal behind the TNTESOL Travel Grants is to provide a means of financial support for dynamic presenters who may have no other means to go to the Southeast TESOL Conference and to boost morale, build professional interest, and encourage excellent conference presentations every year. (*Vendors and professional speakers are ineligible.*)

TNTESOL would like to thank the outgoing members of the Board of Directors for their dedication and service.

Call for Papers

The Editorial Board of the **TNTESOL Journal** seeks articles of general interest on any aspect of the teaching of English as a second or foreign language in elementary, middle, high school, college/university, or adult/immigrant education. The topics can be varied and wide-ranging.

The submission deadline for the annual Journal is June 1st.

*Please see www.tntesol.org and click on the publications tab for the **Journal Submission Guidelines**.*



The Editor of the **TNTESOL Newsletter** requests your articles, anecdotes, book reviews, photos, etc. for inclusion in the next issue of this newsletter.

Send your attachment in an email to newsletter@tntesol.org

The next deadline for submission is April 1, 2015.

*Please see www.tntesol.org and click on the publications tab for the **Newsletter Submission Guidelines**.*

The International Research Foundation for English Language Education, TIRF, is pleased to announce its **2015 Doctoral Dissertation Grants (DDG) Competition.**

Grants of up to US \$5,000 will be made to successful applicants investigating any of the following topics:

- Bilingualism or Plurilingualism in Business, Industry, and the Professions
- Language Assessment
- Optimal Uses of Technology in the Delivery of English Language Instruction
- Language Teacher Education
- Students' Age and Effective English Language Education in Schools
- Language Policy and Planning

Applicants must be enrolled in legitimate doctoral programs and must have been advanced to candidacy. That is, they must have completed any required coursework and/or examinations, and must have had their research plan officially approved by the university.

TIRF is pleased to note that half of available funding for the 2015 DDG competition will be used to fund doctoral candidates' research at universities in the countries on the OECD DAC list of countries: <http://www.oecd.org/dac/stats/49483614.pdf>. These monies will also be used to fund candidates' research whose work has the potential for positive impact in countries on the list of nations on the OECD DAC list.

TIRF is particularly interested in research proposals that have clear implications for policy makers and others in positions to make decisions about English language education practices. Thus doctoral students from countries on the [OECD DAC list](#) are eligible, as are candidates whose work has the potential to directly and positively influence English language education in those countries.

The application deadline is April 22, 2015. For further information, please visit <http://www.tirfonline.org/research-grants/doctoral-dissertation-grants/>

TIRF and its Trustees are grateful to be working in partnership with Cambridge English Language Assessment and the British Council, as well as individual donors, in making possible the 2015 DDG competition.

You are welcome to write to info@tirfonline.org if you have any questions about this announcement.



START YOUR ENGINES...

Registration is open

2015 TNTESOL

Annual Meeting and Conference

MARCH 5-7, 2015

Bristol/Kingsport, TN

Visit our website www.tntesol.org to REGISTER and learn more about Keynote and Invited Speakers, Conference Schedule, Vendor Opportunities, and the Friday Night Excursion to the Bristol Motor Speedway!

For more information, contact
Tammy Harosky,
Conference Chair and Second Vice President,
at 2vicepresident@tntesol.org

