



Winter-Spring 2020

Newsletter

Vol. 41, Issue 1

Supporting
Corona Teaching
Language
Times Family
Virus English
Learners Online
Support
COVID Virtual Masks
Learning PLCs Pandemic
Zoom Distance
Teachers Unprecedented
Student

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Contact the Treasurer with your questions or concerns.

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Cover photo: Andrea Bontempi

<https://worditout.com/word-cloud/create>

Message from the President

Spring 2020

Like a wreck on the side of the road, I know I shouldn't look, but still I open my newsfeed. I quickly close the app, but too late and I can't unsee the words: "uncertainty"; "jobless"; "outbreak"; "ineffective"; "misguided"; "blame". Each one jarring if it were only once among many articles. But now, it's every article.

A short time later, I open the news app again (why?!?) and suddenly, refreshingly, like the smell of outside line-dried bedsheets, this:

SpaceX Lifts NASA Astronauts to Orbit, Launching New Era of Spaceflight

And the next morning, this:

Astronauts Dock With Space Station After Historic SpaceX Launch

And I think about how - with everything else going on - people dedicated to a mission are figuring out the workarounds to make sure their goal, if at all possible, is accomplished. I wonder which person in this part of the space program, over the past few months, Zoomed their colleagues and said, "Hey. Maybe we'd better hold off on this now?" I bet no one. It strikes me that this is exactly consistent with all I have heard from educators since early March: not a single person has questioned whether our mission of instructing and of students learning should be postponed.

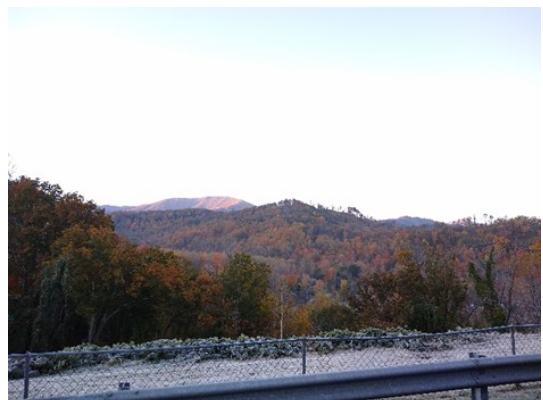
We still don't know right now (end of May) how we are opening schools and universities in August, but we know we are opening. Everyone's entire focus is how we prepare, then how we launch, then how we "dock."

TNTESOL is among the supports that will help you reach your stations. So are your school districts, universities, community programs, TDOE, WIDA, and all other professional and personal connections for whom English Learners matter. We cannot expect that every effort, every piece of the process, will have SpaceX engineered precision to eliminate risk and prevent catastrophic failure. But our work is not supposed to be risk-free and devoid of failure. We will figure out the workarounds and those will enable us to be better.

It ain't rocket science. It's education.

Stay safe. Stay healthy. People need you.

Joseph Whinery
President, TNTESOL



Communication



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



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

Follow TNTESOL on **Twitter** —
Chat with us ...

Abasi McKinzie (@mckah01) and
ChristineTennyson
(@CBTennyson)
#tntesolchat



Advocacy Day — Do you know of issues that need to be brought to the attention of political leaders? The TNTESOL Advocacy Representative, Abasi McKinzie will listen and bring your concerns to Washington. Contact him at info@tntesol.org



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 two (or 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

September 15, 2020
(November 15, 2020)
March 15, 2021

Issue

Summer-Fall 2020
(Conference 2020)
Winter/Spring 2021

TNTESOL Newsletter
c/o ESL Specialist
Rutherford County Schools
ESL Center
302 Walnut St.
Smyrna TN 37167

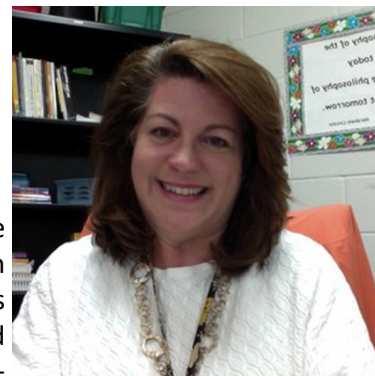
Congratulations, TNTESOL Teachers of the Year !

Katherine Perry

2019 TNTESOL Teacher of the Year – West Tennessee

2019 TNTESOL Teacher of the Year - OVERALL Winner

What a tremendous and humbling honor! I've always said ESL is the best job in education. We get to be a part of such dramatic growth in the lives of our students, which is why so many of us became educators in the first place! But in addition to that, I can't think of any other field where I would be surrounded and inspired by such talented and dedicated colleagues. To be honored by this group is truly humbling.



My career began as a program assistant for an elementary foreign language grant. Whenever the main teacher was absent, the principal would put me in the classroom rather than hire a sub. She insisted I was meant to be a teacher, and so I just became one! Later, while teaching middle school Language Arts, I felt a special empathy for my immigrant students. As the granddaughter of Swedish immigrants, I could understand their desire to excel in America. So, I became an ESL teacher!

I've been serving as an ESL Facilitator for Collierville Schools for the past five years, and in that time, the district's ESL population has grown by more than 35 percent. In response to such dramatic growth, we've designed and implemented ESL training designed specifically for the general education faculty and we've offered numerous workshops aimed at helping the classroom teachers meet the needs of their English Learners. This has been tremendously rewarding as we've watched our gen ed colleagues grow in their confidence and competence with English Learners. It is impossible for the ESL teacher to do it alone, but we're finding that the whole school approach works wonders!

In addition to my responsibilities as a facilitator, one of my favorite roles is to serve as a mentor for new and aspiring ESL teachers. This has allowed me to pass along all of the generosity and inspiration that I benefitted from when I first entered the field years ago. If there is one bit of advice that I would offer to anyone in this field, it is to share, share, share. You all have the power to change your schools, communities, and the world for the better. You've certainly changed mine! Thank you!

Claire Walter

2019 TNTESOL Teacher of the Year – East Tennessee

I've been an ESL teacher for 13 years, and I also teach French part-time. I have a Masters of Science in English as a Second Language Education from the University of Tennessee. I volunteer on the board of directors of The Stories First Foundation, an educational nonprofit supporting stories and reading in language classrooms. I am also the author of several graded readers in English and French, offered free of copyright through the Great Story Reading Project.



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Jennifer Meyer

2019 TNTESOL Teacher of the Year – Middle Tennessee

What a great honor to be chosen by my peers for doing something that makes me happy every day. I have been teaching ESL since college, where I was an English tutor for the international students and hosted an English conversation table in the cafeteria once a week. While living in Germany, I taught English for a private language school and had students ranging from middle schoolers needing extra help with English schoolwork to multinational corporate executives trying to improve their business English. I also studied English as a Foreign Language at the University of Hamburg in Hamburg, Germany, and graduated with a degree qualifying me to teach English in the German public school system. Finally, when I moved back to the US in 2007, I started my career teaching ESL in the State of Tennessee. I have taught in multiple systems in middle Tennessee, gathering experience with different populations of students in a variety of environments from rural to suburban and a variety of grade levels K-8. I am currently teaching in Williamson County at Edmondson Elementary School and Sunset Middle School.



In addition to teaching ESL in Tennessee for the last 12 years, I have also relentlessly pursued further education. My first degree was a BA in International Studies, followed by an MA in International Relations, and then my degree from Germany in English, Social Sciences with an Emphasis in Political Science, and Education. Upon returning to the US in 2007, I completed coursework to become certified to teach ESL and then pursued an EdS in Curriculum and Instruction. Because you can never stop learning, I am now pursuing a PhD in Literacy Studies at MTSU. My research focuses on Computer-Based Speaking Assessments for ELs and Academic Vocabulary. I am looking for students to participate in my dissertation project, so please contact me if you are interested in cooperating with me on this experiment.

From the beginning of my teaching experience in Tennessee, I have been a part of TNTESOL. This organization has provided uncountable opportunities to collaborate with colleagues from across the state and region. I have learned so much from working with wonderful educators and leaders in this organization over the years. I am also an active member of TESOL International, currently serving as the CALL-IS (Computer-Assisted Language Learning Interest Section) CoChair with my colleague Maria Tomeho-Palermينو from Northeastern University in Boston. Maria and I are responsible for conducting meetings of the CALL-IS and structuring the Electronic Village and Technology Showcase venues at the TESOL International conference. Are you going to the conference in Denver this year? Let me know so we can represent Tennessee together!

Editor's Note: This article was submitted before the COVID-19 pandemic shutdown. The TESOL International Conference was virtual this year.

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

TNTESOL Teacher of the Year Award Nominations

As you take time to reflect upon last year, please consider those K-12 ESL teachers who went above and beyond to lift up our EL students and their families. When that special educator comes to mind, please nominate him/her for the prestigious 2020 TNTESOL Teacher of the Year Award by clicking on this link [2020 TNTESOL TOY Nomination Form](#) at www.tntesol.org.

Awards will be presented this year (2020) and nominations *should remain a secret*. The nomination process closes on August 1 each year, so we hope you consider making your nominations before the deadline.....before your preparations for the next busy school year begin.

By the way....anyone can make a nomination, regardless of TNTESOL member status; however, the K-12 ESL nominee does need to be a member of TNTESOL. If you are not sure if the person you want to nominate is a TNTESOL member, don't let that discourage you. We can certainly follow up. We want to be sure to have as many excellent K-12 ESL teachers included as possible.

Many thanks from ~~

TNTESOL's 2020 Teacher of the Year Committee

TNTESOL Board Member-at-Large Elected Positions

Nominations for **TNTESOL Board Member-at-Large** are now closed. The newly elected members will serve for three consecutive years. They must be a member of **TNTESOL**. They are required to attend meetings online and/or in person with one meeting at the **TNTESOL** annual convention. They are encouraged to serve on at least 2 committees (Conference, Awards, Nominations, Teacher-of-the Year) If you are interested in serving on the **TNTESOL** Board or would like to nominate a colleague, please review the following instructions:

1. Region— State which region (East, Middle, West) for which you are nominating
2. Picture— Send a head shot of yourself or your nominee
3. Bio— Write a brief biography of no more than 100 words
4. Nominations must be received by August 1 each year

Send completed nominations to the Nomination Committee or the 1st Vice President at info@tntesol.org.



2018 Travel Grant Winner

Advocating for EL Families: Celebrating Culture Hosting an International Family Night

Alison Garland
Lakeland Middle Preparatory School
Lakeland, TN

According to the National Education Association in *How Educators Can Advocate for English Language Learners (2015)*, there are 5 action steps to take when advocating for ELL students and families. The 5 action steps are as follows: "1. isolate the issue 2. identify allies 3. Be clear on the rights of ELL students. 4. Organize and educate others on the issue. 5. Identify outlet(s) to address the issue."



Oftentimes, school-sponsored events like literacy or math nights are not frequently attended by our ELL families because of various reasons. ELL families sometimes lack the confidence to attend one of these academic-focused events and feel overwhelmed due to their unfamiliarity with the topics. The language barrier can also be a hindrance for these families attending. Similarly, ELL parents oftentimes do not join Parent Teacher Organizations because they feel like they are not capable of being a contributor to their school due to their

language limitations. If you want to increase parental engagement of ELL families at your school, then it is appropriate to take the 5 actions steps listed above by the NEA.

By isolating the issue (step 1), we "begin by clarifying the source of the issue, with the goal of identifying concerns in your immediate environment and gaining insights about broader, external factors." We realize that our ELL families are not attending events and do not feel like they have an important role in the school. We also analyze the reasons why they are not attending and seek to meet parents where they are.

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In identifying allies (step 2), "you must foster relationships with others, be willing to listen to opposing viewpoints, and use conflict as an impetus for change." When planning for an International Family Night, a planning team should be created that consists of ELL teachers, general education teachers, counselors, and anyone else at the school who wants to be involved. These allies will work together to not only plan the event throughout the year, but also to be an ally to the ELL parents in general.



Step 3, Be Clear on the Rights of ELL Students, consists of being aware of court cases and decisions concerning our EL students. This "empowers you to advocate from a position of what is ethically and legally right." There have been many court cases and judicial decisions that have paved the way for ELL students and families to be treated fairly, equitably, and included in all opportunities provided to other students. Hosting an International Family Night directly supports the idea of knowing the rights of our ELL students and families in school events.



Organizing and Educating Others (step 4) is the essence of planning and hosting an International Family Night at a school. Creating this event requires a lot of planning, organizing, and collaborating with teachers and parents. It provides a way for ELL families to take initiative and ownership in completing a task for the school. Step 4, "Create opportunities to share what you are doing with others," gives the families an opportunity to be apart of the bigger picture. The amount of time, effort, and passion that these families will put into one night is incredible. An International Family Night not only creates an environment for ELL families to be engaged but encourages the whole school to be immersed in the cultures, traditions, and beliefs of our diverse students. Providing general education students with the opportunity to participate in

the event by researching a country and hosting a table also educates students on cultural diversity and acceptance.

The final step which is Identify Your Outlets for Change, has you ask the questions, "What can I do in my school? What can I do in my community? How can I collaborate with others?" When the school, community, and parents come together for a multicultural celebration, everyone is working together to improve the culture of the school. An International Family Night is just the beginning of initiating change. It opens the door for future collaboration and engagement, and it empowers our families within the school environment.



TNTESOL Conference Reflections

Inna Slisher
ELL Teacher
Adrian Burnett Elementary
Knox County, TN

As a self-reflective person and educator, it is crucial to take time and organize one's thoughts and ideas on important milestones in anyone's life. Today, I am searching for answers on "what am I doing?", "why am I doing this?", and "how can I prove it?" Educators must serve as model learners to their students, and the TNTESOL 2019 (Gatlinburg, TN) conference provided me with a toolbox for lifelong learning.

What am I doing?

It has been a pleasure to be part of the organization of educators who are passionate about supporting our language learners so they can meet their potential in personal and professional journeys. Presenting at the conference gave me a boost of confidence but also hope for our students who quite frequently have their schools as the only safe place to be in and teachers as second families. We are fortunate to be working with students who teach us important lessons as well.

Why am I doing this?

As a former language learner, I can relate to our students' challenges on all levels. As a foreigner and a first-generation immigrant, I understand their need for a "safe" place in a classroom. Also, working with students with international backgrounds has been my passion since I was an exchange student in a small community college. Traveling with my family and learning about new cultures inspires me and widens my horizon.

How can I prove what I just learned?

I really enjoyed the breakout sessions over the last couple of days. My goal is to share these ideas and strategies with my partner at school and district administration.

Thank you so much to the proposal committee for accepting our proposal and being able to share our strategies with the group of dedicated and passionate educators. Thank you to the TNTESOL board for accepting my nomination for the East TNTESOL member at large. Also, a huge thank you to the Knox County Schools' ELL supervisor, Sharon Cate for believing in me.

Email to Newsletter Editor from Cathy Broersma:

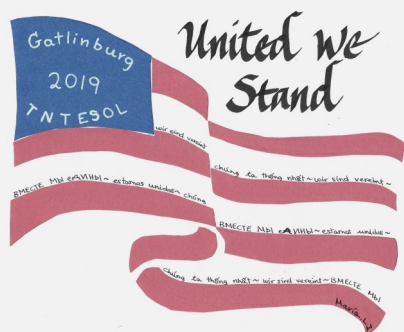
Here's a picture of our group from Hamilton County. We loved the conference!

From left to right:

Stephanie Smith, Raven Cleveland, Marisol Jimenez, and Cathy Broersma



Conference Memories



TNTESOL Annual Conference

October 31—November 2, 2019
Park Vista Hotel, Gatlinburg, TN



Elementary Language Club

Tracy Brown, ESL teacher
Cari Ambruster, 5th grade teacher
Yelena Sukhovetskaya, 5th grade teacher
Mt. Juliet Elementary, Wilson County

Fourth and fifth grade students at Mt. Juliet Elementary school are invited to participate in Language Club. The club welcomes any 4th or 5th grade student (general education and English as a Second Language) wanting to learn basic conversational skills and words in Spanish, Italian, and Russian languages. Classes meet after school once a week for several weeks during the first semester.

A few years ago, I approached a few of my colleagues about starting the Language Club at our school. As an ESL teacher, I wanted to find a way to invite speakers of English only to see what it would be like to learn a second language themselves. I believe it is important for students to show compassion and empathy towards one another. I want them to have the “How would you feel if...?” mindset and to understand the struggles their classmates face daily of learning English.

I asked my colleagues to share their thoughts on why teaching students other languages is important to them and about the benefits of our school’s language club.

Mrs. Cari Ambruster, 5th grade teacher,

As a grandchild of immigrants, I have always had an interest in languages. Sadly, my grandparents were part of the generations who were taught they must leave behind their native tongues and traditions and assimilate into “the melting pot” of America. Thus, their languages were not passed on to subsequent generations. A few years ago, my husband and I planned a trip to Europe, including Sicily and Italy. I decided I wanted to acquire some basic Italian, so I did! During my struggle to learn the language, I also learned more about the fascinating history and cultures of each country. I believe that exposure to various cultures can light the flame of curiosity to learn about and travel beyond the boundaries of middle Tennessee. Countries of the world and their cultures are amazing--thoroughly engaging and historically complex. If our children can learn to appreciate world languages, foods, and cultures, I believe they will more thoroughly appreciate their own heritage and our great nation. In sponsoring MJE’s Language Club, I have experienced students’ excitement as they expand their knowledge in a fun, interactive manner. I love watching students support each other as they strive to develop their new language skills.

Miss Yelena Sukhovetskaya, 5th grade teacher, ...

Being born in Ukraine and immigrating to America when I was 5 years old, I have firsthand experiences of the struggles and challenges students face moving to America and not knowing the language. Coming to America, my family and I struggled to not only get past the language barrier, but also the cultural barrier. I began kindergarten and didn’t know a word of English. I had to attend ESL classes until I was in fourth grade. I struggled to understand the content being taught in my classes and struggled in social situations because of the language barrier and miscommunications. It was a very frustrating time in my

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life. I truly believe that it is beneficial and important for students to learn other languages and experience the difficulties and struggles that their English as a Second language peers face on a daily basis. Language club is a great way for students to learn basic conversational skills and words in a few other languages; it also gives a great insight to the challenges that come with learning a new language. Students are able to develop understanding and empathy towards their English as a Second language peers through this experience.

We hope the participation and excitement for our school's language club continues to grow each year.

Rotation of Southeast TESOL Conferences

- Fall 2020 — Virginia TESOL (VATESOL) - Cancelled
- Fall 2021 — Georgia TESOL (GATESOL)
- Fall 2022 — Virginia TESOL (VATESOL)
- Fall 2023 — Carolina TESOL, North and South Carolina
- Fall 2024 — Tennessee TESOL (TNTESOL)
- Fall 2025 — Arkansas TESOL (ARKTESOL)
- Fall 2026 — Louisiana TESOL (LATESOL)
- Fall 2027 — Kentucky TESOL (KYTESOL)

Note: This schedule is subject to change due to the COVID-19 virus.

SETESOL 2019 Conference



2020 ELL Collaborative Virtual Summer Academy "Supporting English Learners in Transitioning to Virtual Learning"

The third ELL Collaborative Summer Academy was held virtually on July 14, 2020. Dr. Laura Clark, MTSU, hosted the day. Jan Lanier, Nancy Williams, and Joan Runion from the TNDOE discussed the State Board Policy Emergency Changes during the morning session. The afternoon session consisted of four presentations: A Plan to Implement the Provisional EL Identification Procedure—Joseph Whinery (Williamson County); Virtual Learning in Rural Districts for ELs—Rachel Counce (Lawrence County); Meeting the Needs of the Whole Child with Special Considerations for ELs—Luke Dickerson (Murfreesboro City); and Parent Resources—Dr. Graciela Arroyo-Stewart (Bedford County).



Over 500 educators across the state participated in this informative and collaborative event! For more information about the Collaborative, please contact Dr. Laura Clark (laura.clark@mtsu.edu) or Jenny Marsh (jenny.marsh@mtsu.edu). The next meeting will be in October.

Teaching with Primary Sources

TPS-MTSU is working to adapt our professional development schedule to these uncertain times and will be offering a number of different virtual sessions throughout the school year. This includes a new series with our partners in the Discover Tennessee History collaboration. Our first session **"Discover Tennessee History Day" will be on September 8 at 4 p.m.** You can register by completing the form at <https://forms.gle/33n88b8hqjnSTs1QA>. For more information about this monthly series, check out <https://library.mtsu.edu/tps/DiscoverTnHistory>.

September 1 (Online) - **"The Long Civil Rights Movement: Resources and Discussion"** webinar at 4 p.m. This one-hour session will explore some of the lesson plan, primary source sets, and other resources available to help our students understand the fight for civil rights by African Americans. To register, email me at kira.duke@mtsu.edu.



Please let us know how we can support you and your use of primary sources in the classroom.

Kira Duke, Education Specialist, Teaching with Primary Sources – Middle Tennessee State University, Center for Historic Preservation, www.mtsu.edu/tps

Translanguaging Practices in the Classroom

Nona Hall
ESL Coordinator
Rutherford County Schools

Effective English language development (ELD) programs and teachers have always valued students' home languages and cultures. Effective programs have a language-as-a-resource orientation. The most effective ELD programs will provide primary language support, recognizing that students do not speak their two languages in isolation as separate entities but rather they draw on multiple linguistic resources as they translanguage for effective communication purposes. In the translanguaging classroom, teachers help students to draw on what they know and can do in one language to make new meanings in another. ELD teachers who support translanguaging practices will promote the natural ways that bilinguals use their languages in their everyday lives to make sense of their bilingual worlds. In our classrooms, it includes the pedagogical practices that use bilingualism as a resource rather than perceive it as a problem. When teachers who work with English learners perceive the home language as a problem or a barrier, they deny the student the opportunity to use his home language as a resource. But teachers who use translanguaging practices allow the bilingual to draw on his full linguistic repertoire; a student will use all his languages as an integrated communication system to create meaning.

Being multilingual is a gift, a valuable resource we should tap into!

Translanguaging practices in our classrooms will help students with content, literacy and language development, but just as importantly, it will help them develop their socio-cultural identities. When teachers implement these practices, they reflect culturally responsive instruction. Translanguaging practices can include simple ideas like labeling the objects in your classroom with multiple languages or trying to learn words and phrases in your students' languages. A helpful translanguaging practice is pairing or grouping students with the same first language (L1) to discuss an assignment. Sometimes, I hear teachers recommend avoiding this practice, since "students need to practice English;" however, there are times when this type of grouping will allow students to deeply discuss the assignment or the content. This practice allows students to generate ideas and coherent meaning in their less proficient language, something they might not be able to achieve without it. A translanguaging classroom allows students to work together to draw upon what they know collectively in both linguistic knowledge and content knowledge. Another practice I recommend is to build a multilingual library both in the classroom and in the school. Students should be able to see themselves, their languages and cultures reflected in the books around them. This also includes digital tools. I also recommend getting in the habit of asking students to share their language: "How do you say this in Arabic?" "Is there a word or phrase this reminds you of in Spanish?" Translanguaging practices also have effects beyond the classroom. Parents can be encouraged to maintain the home language if teachers promote more reading in the home language with bilingual books being sent home and explaining the bidirectional transfer that may be occurring.

Being multilingual is a gift, a valuable resource we should tap into! We make sense of our world through language, and teachers can use students' home languages as a cognitive and linguistic personal resource. Teachers can help students feel that their heritage language is something to be proud of and shared. We can validate who our students are by projecting a safe environment where their languages and identities are valued.

Advocacy Summit 2020

Abasi McKinzie
TNTESOL Advocacy Representative

When one hears the word “advocate,” lots of images can come to mind. For some, it might be the picture of lawyer, similar to Atticus Finch or the late Justice Thurgood Marshall. For others, they may conjure the image of protesters with signs, marching for certain causes. Additionally, there are ones who think of the non-profit volunteer who goes door to door or calls asking for support for an organization, fund or societal good. However, one definite example of an advocate is each of you reading this article right now. I know you might not fancy yourself the protesting-type, but your reaching out to help educate and improve the possibility that students whose first language is not English may have a successful future is an act of advocacy. Advocacy comes in many forms and is influenced by our interactions and stories that we make with others. Actually, it is each of those personal stories that we possess that make the aforementioned actions and occupations all the more powerful. One thing that we learn at the annual TESOL Advocacy and Policy Summit is to use the power of our story and our experiences.

Policy makers are elected by us, but how many times do we share those stories of students near and dear to us who are negatively impacted by legislation that strips them of the opportunity to succeed? At the base of the Statue of Liberty is a poem that has the lines of “give me your tired, your poor, your huddled masses yearning to be free”. This poem represents the hope that America brings to the world of realizing that we are all born equal and can achieve success if given the opportunity. We each have a story of what that opportunity means to us. The majority of us who teach ESL in Tennessee do not have ancestry that originates from the land we now call America. Some came voluntarily or out of desperation while others were forcefully brought here. However, the common theme is that we each have a story of how a parent, grandparent and ancestors encouraged the next generation to achieve more than they were able to do. Those ancestors sacrificed time, money and even their lives just so their children would have opportunity. So, presenters at the summit expressed how important it is to share our students’ stories with our policy makers in order to help them to reflect back on their family’s story, empathize and realize the effects of the policies they enact. I have heard testimonials of how being able to put themselves in the shoes of those who are marginalized and disenfranchised has helped to influence a lawmaker to support certain legislation.

With our being in the midst of the pandemic, the Advocacy and Policy Summit had to alter its normal format of convening just outside of Washington, D. C. for the three-day summit that culminates in our personal meetings with our congressional senators and representatives to a virtual platform. However,



that virtual platform actually allowed for more contact and greater far-reaching effects. TESOL relied heavily on an online tool that makes contacting US Congresspersons easier. This tool is the Voter Voice app that allows you to fill in your name and address to instantaneously locate your particular representatives. It then pre-fills an email to your representative or senator in a matter of minutes for the issue that you select. The wonderful thing about the tool is that you can alter and individualize the email to include your own personal sto-

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ry and any additional information that you want to include. If you download the Voter Voice app, you will need to type in TESOL International Association for it to be connected to the organization so you can utilize all of its capabilities. Also, if you are not a person who likes apps, you can go to the TESOL Advocacy Action Center at the following web address: <https://www.tesol.org/advance-the-field/tesol-advocacy-action-center> to complete the forms.

TESOL Advocacy Action Center


[Home](#) > [Advance the Field](#) > TESOL Advocacy Action Center



 Federal Campaigns

 Campaigns

 Surveys

In closing, even with the adjustment to the new format, the Advocacy and Policy Summit was informational, educational and powerful. Tons of information was jammed into the days of continuous hours of presentations through Zoom. I would encourage each of us, as advocates, to take advantage of this opportunity to intercede on behalf of those we serve. TESOL has made the process easy and painless, so please help make a difference in your students' lives and English Learners across America. 



Annual Conference

Cancelled: 2020 WIDA Annual Conference



<https://wida.wisc.edu/grow/us-based-pl/2020-wida-annual-conference>

Check the website: wida.wisc.edu for opportunities for virtual professional development. 

Becoming Citizens of the World

Inna Slisher

ELL Teacher

Adrian Burnett Elementary

Knox County, TN

The purpose of Vivien Stewart's article, "Becoming Citizens of the World" is to reflect on current education trends in regards to globalized society. It is evident that the world is changing along with its ethnicity, culture, and languages. The article discusses whether the school districts are preparing their students for a workforce with international competence. It also analyzes what global competence looks like in an educational setting. Vivien Stewart concludes by sharing some proposals on what schools and policymakers can do in order to prepare our students for the future.

The author begins the article with discussing the four trends that have been shaping our citizens into a globalized society. These trends are: economic, science and technology, health and security, and demographics. International trade and overseas markets require international competence. Scientific research is and will be conducted by international teams. Every major issue that faces people will require international collaboration between local and country organizations. International migration contributes toward increasing diversity all around the world.

Overall, according to Stewart, U.S. schools are not preparing students for the aforementioned challenges. They need to have knowledge about the world and be able to communicate in different languages. According to the article, global competence is described as having knowledge about the world, having language skills, and extending American values into the global arena.

Across the U.S. schools, several approaches have been successfully implemented. These schools have discovered that addressing these challenges makes an impact in creating a positive culture for students and staff. The following elements have been discussed in detail: making an international study on the history, literature, and art of Asia, Africa, Latin America, and Middle East as a requirement for graduation; planning an immersion program in studying math, science, writing, and social studies in an elementary school; developing an international focus on global issues including culture, history, political and economic emphases within schools; introducing foreign languages from partnerships among political and community leaders; incorporating international content across the curriculum for low-income students; running international exchange programs; and developing a thematic and interdisciplinary curriculum with international content in a K-12 setting.

The article also discusses what policymakers can do in order to promote international knowledge and skills. Some states have been working together to develop commissions, statewide summits, expanding graduation requirements, offering professional development for staff, initiating new language programs, adding foreign language courses, etc. In conclusion, Stewart states that the United States has yet to make these changes a priority on federal and local levels. The four policy goals are stated as necessities to make this challenge a successful trend: promoting international knowledge into a high

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school curriculum, providing training for educators, recruiting foreign language teachers, and implementing technology in creative ways in order to provide communication with other schools.

In summary, there is evidence that foreign languages and international education have been part of higher education. As the article states, it is becoming increasingly important to extend this for K-12 education. Our world has been and will be changing even more as a result of economic trends, innovative technology implementation, health and security issues, and changing demographics. Policymakers and leaders in education must not delay educating students and teachers about global and cultural competence.

Reference:

Stewart, V. (2007, April). Becoming Citizens of the World. *Educational Leadership*, 64(7), 8-14.



ESL Welcome Center

Rutherford County recently opened an ESL Welcome Center! The center houses the district's ESL Department staff. But the primary purpose for the center is to welcome families and help them through the registration process, including language screening. Currently, only high school students and their siblings register for school at the center with the goal of adding middle school and elementary students in the future. The center will also be used for English classes for adults and professional development opportunities for teachers after school. In addition, the staff hopes to use the center to provide resources for families such as dental cleanings, vision screenings, and other wrap-around services.



Stronger Together: Collaboration with Community Partners

Becky Young
ESL Teacher/Coordinator/Migrant Liaison/Title III Director
Dayton City School
Dayton, TN

Collaboration is a word we use frequently in education circles, but over the last few years, we at Dayton City School's ESL program have discovered a collaboration opportunity that was very unexpected. We knew that a fellow Title I program, the Tennessee Migrant Education Program (MEP), served Dayton's migrant population and offered them supplemental academic support through tutoring. What we didn't realize was the extent to which through partnership the Migrant Education Program and the English Language Learner Program could work together to best serve both of our populations - English Language Learners and migratory students. We are even collaborating on this article. I will present an ESL Teacher/Coordinator's perspective and Molly Morrill, Regional Service Manager of the Migrant Education Program, Conexión Américas, will share from the Migrant Education Program's perspective.

Dayton City is a very small school system with approximately ten percent non-English Language Background students. In 2018-2019 Dayton City School had 29 migratory students. Approximately 24 of these were classified as English Language Learners. Some of the students are enrolled from the beginning of school until October or November, when they leave, usually for Florida. Others are classified as migrant because they made a qualifying move within the last three years but are no longer continuing to move on a regular basis. We also had about 50 non-migratory ESL students, some of whom are former migrant students, mostly Spanish speaking.

I have had conversations with our MEP staff from time to time about specific students, but our first major collaboration was in the summer of 2017. I wanted to do a weeklong summer program for ESL students but did not have the help I needed to do it. Because some of our ELs are also migrant and the program was planned before the arrival of the priority 1 summer migrants, Velma Bautista, an Education Advisor with MEP, offered to serve as a bilingual assistant for our program. She contacted parents to remind them of the program and worked with me in the classes all week. I could not have done this program without her help.

Molly Morrill told me that they were having difficulty connecting with certain families to do tutoring for the students in their homes, so we began planning to work together on providing tutoring at school. We had Ms. Bautista come in to work with an individual student in his classroom in the fall of 2018. In the spring of 2019, we set up an after-school tutoring class for migrant students in an ESL classroom, staffed by MEP Education Advisors. This was an asset to our ESL program, as well, because many of our long-term ELs (LTEs) were included in that group. We plan to repeat after school classes this school year. Ms. Morrill has also been coming in weekly to assist in my ESL classes with both LTEs and newcomers who were classified as migrant.

Another area of collaboration has been in getting student services transferred to Tennessee. As Migrant Liaison, I was able to use MSIX (federal migrant database) to learn that some of our students had IEPs in Florida or another state. In the past, we usually were not able to get these transferred to Ten-

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nessee before the students moved again. I worked with the previous schools to get the needed data and with our Special Education department to fast track the process. Ms. Morrill and the other MEP staff worked with the parents to help them understand the process and make sure they attended the meetings. Because of this process we were able to successfully transfer IEPs for two students to Tennessee in the past two years so they could receive their Special Education services here.

Parent engagement has been another area in which our collaboration has been most helpful. Ms. Morrill and I decided that we would have joint parent meetings. We would invite all EL parents, and the MEP Education Advisors would particularly work on getting the migrant parents to attend. Part of the meeting would be focused on whatever we wanted to share with all EL parents, and part of it would be specifically for the migrant parents. At our first meeting, we provided gift books for the parents, and the MEP staff provided snacks.

Many of our newcomers this year have been migrant. We have been able to call on our MEP staff to assist with helping these newcomer parents understand school issues, such as field trips and weather delays. The Education Advisors have also helped in getting migrant parents to attend parent meetings. They have also been able to help us understand family situations of which we might otherwise be unaware.

These are just a few examples of how the Conexión Américas Migrant Education Program staff in our region have been an asset to our ESL program at Dayton City. I recommend that any school or district with even a few migrant students consider developing a similar collaborative relationship with the Migrant Education Program.

Molly Morrill
Regional Service Manager
Migrant Education Program
Conexión Américas

The purpose of the TN Migrant Education Program (MEP) is to address the unique educational needs of migratory children so that they have full and appropriate opportunities to meet the same academic standards as all other children. Historically, the MEP has served students in an in-home setting, which has allowed us to work with children and parents alike to support the students' academic success. While this has been effective for many families, we have encountered challenges in two specific areas. First, because of the nature of farm work, many parents work long hours and the window of time in which we can serve the children in the home with an adult family member present is, at times, very small. Second, we often do not have quick and easy access to student grades and test scores when working solely in the home. This information is crucial to us and to the family and can inform our work together. I believe working in the school setting at Dayton City and in collaboration with Becky Young, ESL Teacher/Coordinator, at the school has helped us to address these challenges in important ways.

First, I want to share the example of two eighth grade boys whom I am currently serving at Dayton City, to illustrate how working in collaboration with the school addressed the first challenge named above. The parents of these particular students, because they work in the fields, are hard to find at home. Since identifying them as qualifying for MEP services, I have struggled to find time to actually

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serve them in the home. As a result, the service has been inconsistent, even though I knew the students were struggling in both math and literacy. Now, through my collaboration with Mrs. Young, I have precious time in a classroom setting when the students' minds are fresh to work with them on what they most need - reading, writing, and math. Working together with Mrs. Young, therefore, has very much supported our mission to meet the unique academic needs of migrant students.

A second example illustrates how working together in the school setting helped us to support a struggling migrant student in a timely way. When I was at Dayton City in early October, Ms. Young had recently spoken to the teachers of a 7th grade migrant student and learned that she was failing math. My colleague, Velma Bautista, was able to meet in person with the student's teacher and the parents, together, that very week, to create an action plan to support the student, both in and out of school. Beyond the example of this particular student, Ms. Young, whose title also includes Title III Director and Migrant Liaison, is always willing, and almost immediately able, to provide us with student grades and test scores, which in turn help us to target our tutoring services and better serve the needs of our mutual migrant students. Again, the collaboration with Ms. Young and Dayton City is vital to achieving our goal of giving migrant students opportunities to meet the same academic standards as all other children.

Working together, therefore, has very much supported our mission to meet the unique academic needs of migrant students.

It is my hope that we can continue to explore future avenues for collaboration. For example, we have already joined together to have a parent meeting with migrant families and ELL families. In this meeting, we were able to sign up kids for our Migrant Summer School and share important resources for the summer months, including learning opportunities at the public library and locations for the YMCA Summer Feeding Program. For both Dayton City and the MEP, meeting with parents is a critical part of our work and teaming up allows both partners to extend our services beyond what we could do alone. For example, partnering with Dayton City provided the MEP with a safe and familiar location in which to meet. We could not have done that easily working in isolation. Mrs. Young and I are already discussing plans for our next parent meeting in the near future.

In closing, I believe that the collaboration between the TN Migrant Education Program and Dayton City School has been greatly beneficial to the MEP by allowing us greater access to students, teachers, and important data on student progress. I believe this partnership can be a model for further collaborations between schools and nonprofits serving a group of the same students. In short, we are much stronger together.

In alignment with federal mandate any child or youth between 3-21 years old is considered migratory if the parent or guardian is a migratory worker in the agricultural, dairy, lumber, or fishing industries and whose family has moved during the past three year. In Tennessee approximately 1,500 students qualified for the Tennessee Migrant Education Program during the 2018-2019 program period.



Amplifying the Voices of ELs for Rightful Consideration in the Democratic Processes within Citizenship

Dorota Silber-Furman, PhD, Lecturer, and
Andrea Arce-Trigatti, PhD, Faculty
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The United States is often referred to as a country created by immigrants. Through the centuries the major immigration trends came from European countries. That changed in recent years, placing Latin America and Asia on top of the geographical regions from where immigration originates (Koppelman, 2017). Many believe in the myth that most English Learners (EL) are immigrants (Wright, 2019). This could not be further from the truth. Most ELs, especially in the lower elementary grades, were born in the United States and are children of immigrants. Wright (2019) stated: "A common misconception is that most children of immigrants are foreign born and are illegal aliens. In reality 88% of children of immigrants are U.S. born citizens" (p. 8).

This juxtaposition poses an interesting challenge to the concept of citizenship as belonging within the United States that is centered on language and the cultural connections associated with multilingualism and students' background. According to Doyle Stevick and Levinson (2007), the participation of all peoples in the democratic processes of a nation counts towards the continual progress of that nation in terms of its democratic strength. These researchers add that,

More recently scholars have begun to articulate citizenship and cultural terms (Rosaldo, 1997), with an emphasis on the typically unwritten yet vitally present assumptions about who "counts" in a democracy: who is licensed or privileged to speak in the public sphere, what kinds of cultural traits are the most valued and recognized, and so forth. (Doyle Stevick & Levinson, 2007, p. 12)

Altbach (2013) further explained how English became the medium for knowledge transfer, scientific collaboration, and communication compared only in importance to Latin in 13th century Europe. Currently, many students in the United States are thrown into a you-are-in-America-speak-English world, where their home languages are rarely used or incorporated into the academic curriculum. This translates into a cultural and linguistic barrier that determines who can participate in the democratic processes of the nation and ultimately in being recognized as a citizen.

Altbach (2013) called this concept English hegemony. This is hegemony in the sense that although legally there exists no official national language, English and knowledge in English is considered official, thus the major form of communication in "science, scholarship, and instruction" dominating both cultural and civic processes associated with citizenship (Altbach, 2013, p. 1). For ELs and their families, this raises a very real issue of belonging, civic engagement, and integration that is felt both in-and-out

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of the classrooms. Krashen (2003) highlights that “if the acquirer is anxious, has low self-esteem, does not consider himself or herself to be a potential member of the group that speaks the language” (p. 6) the language acquisition will be impaired and “the block, the affective filter, will keep it out” (p. 6). This is why ELs who are raised in homes where languages other than English are spoken need additional support in their education and civic participation to break the barriers barring their voices in these democratic processes.

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How Can Teachers Help in English Acquisition and What Do They Have to Know?

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Fillmore and Snow (2000) pose a question: What do teachers need to know about language? The researchers also provide answers and inform educators about five functions (listed below) that are crucial in language scaffolding. Fillmore and Snow stated, “Language is a vital developmental domain throughout the years of schooling, whatever the child’s linguistic, cultural, or social background” (p. 8). The researchers emphasize that “teachers play a critical role in supporting language development” (p. 8). Teachers, according to those scholars need to take on roles listed below in order for students’ language development to flourish. Fillmore and Snow advise for teachers to remember about the roles they play in the education and language development of a child. Teachers should:

1. Perform as communicators and be able to work with students from diverse cultural and linguistic backgrounds, pay attention to their own language and how the ideas/teaching is being transmitted. The researchers encourage teachers to “know the structure of their own language output for maximum clarity and have strategies for understanding what the students are

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saying” (p. 6).

2. Perform as educators and select materials that are within students’ ability levels, know the students well, be proficient in the language system. The teachers as educators, according to Fillmore and Snow (2000), must “design the classroom language environment so as to optimize language and literacy learning” (p. 8).

3. Perform as evaluators and be very sensitive to any type of grouping, testing, and other judgments that influence students’ academic careers. “Teachers’ judgments can have enormous consequences for children’s lives—from daily judgements and responses that affect students’ sense of themselves as learners to the more weighty decisions such as reading group placement, promotion, or referral for evaluation” (p. 9).

4. Perform as educated human beings and know not only the information about English, its syntactic structure, but also about how it is similar and different when compared to other languages. Also, knowledge about English origins, changes over time, spelling peculiarities, and regional dialects is essential in scaffolding others’ knowledge about it. Critical discussion about English teaching, learning, and literacy is needed in order to help students learn it.

5. Perform as agents of socialization and be the first (at times) and responsible guides to the new culture outside of home. Fillmore and Snow (2000) stated, “Teachers play a unique role as agents of socialization—the process by which individuals learn everyday practices, the system of values and beliefs, and the means and manners of communication of their cultural communities” (p. 12). It is essential, however, that teachers be very respectful to the children’s first language and culture and never “undercut the role that parents and families must continue to play in their education and development.” (p. 13).

Teachers often are the first point of contact for some of the English learners to the English-only academic world. This is a great responsibility, but also an opportunity for both the educators and their students to learn from each other. Language acquisition is a process that needs scaffolding, time, a safe place to flourish, and an educator who is dedicated to the five roles listed by Fillmore and Snow (2000), as well as many others that make English learners successful in the classrooms and beyond.

Fillmore, W. L. & Snow, C. E. (2000). *What teachers need to know about language*. U.S. Department of Education’s Office of Educational Research and Improvement, Center for Applied Linguistics.

POSTPONED UNTIL FALL 2021



For further information, see: <https://www.antesol.org/setesol>

Being an Advocate for Your English Learners

Susan Patterson
Shelby County Schools



I don't usually get to go to the TNTESOL conferences because I've got kiddies of my own and our schedule is a little hard to figure out, but I was so excited when I could attend the mini conference in west Tennessee.

I love Unlocking English Learners Potential by Dr. Diane Staehr Fenner and Dr. Sydney Snyder. So when I saw that Dr. Staehr Fenner was a keynote speaker, I was ready. A colleague of mine said she attended one of her trainings a summer or two before and that she got a lot of great information. She focused on two things with us during the conference: being an advocate and academic language.

Before starting my career as an ESL teacher, I had no idea how hard I'd have to go to bat for my students. And I mean fight for them sometimes. Really put my work relationships to the test. I had no clue that this was part of my job, but it makes it all the more fulfilling. Some ELs come with a little English, and some come with absolutely none. Even if they have a little, they still may not feel comfortable to speak out with any issues they may be having with things related to grades, teachers, class, friends, or home life. And if their school doesn't have a bilingual mentor there to help, they really don't have a voice. This is why being an advocate for them is so important.

One thing Dr. Staehr Fenner discussed was being the voice for them *and* their families. How can we do this if we don't have a bilingual mentor or translator available? What if *you* want to be the one to make contact with families? You may want to be the face they associate with making them feel welcome and cared about.

Some of the things I have used are apps such as Talking Points and Google Translate. Google Translate is a quick and easy way to communicate, and it's even quicker when you don't have to type! It has a conversation mode where you can just speak into the microphone in your native language, and it will immediately translate so you can converse. Talking Points is a way to communicate, but less in real time. It's a great way to send home messages and letters to families and it can translate in over 100 languages. It may not be perfect, but getting your point across is possible. More importantly, showing you are there for your students and their families is possible.

Along with being their voice, Staehr Fenner stated that advocating involves having a full understanding of our ELs and their families to know what they need. That's where Talking Points can come in more. Build that relationship with them first through the app. Invite them to come up to your school if they can for conferences or any other events that your school may be having. Just being there for them and being a resource will allow them to open up and let you know their needs.

Last, working for equitable education by taking action is where you can further be their voice. Students may come to you, or you may notice issues with the following:

Grades. We check our failures by the quarter, but you may notice in between that the student may have a low grade. It's important to investigate and see: Is this a teacher issue or a student issue? Is the student not turning in work? And why? Is the reason due to absences or due to not understanding the work? Time to look at the second bullet point- accommodations.

Accommodations. Are they being implemented? Is the student getting the appropriate scaffolds in order to complete the assignments and master objectives? Some teachers may need assistance in understanding the student's accommodations, and also understanding that a lot of what can be done for our ELs can actually help all of their students! There may even already be things they are doing in their classes but are just not aware of it.

Teachers. Honestly, some teachers are naturally better at scaffolding and accommodating our ELs. We all have our strengths. Some typical issues that we have with content teachers at our school are that they may talk too

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fast, or ask for students to complete an assignment but not give them enough time. Some may simply not have the ability to look at their ELs through a language learner lens. This is when we can step in and understand from both perspectives what may be an issue inside the classroom, and troubleshoot to fix it.

If there is an issue, first make sure you document it with my organizer here <https://www.teacherspayteachers.com/Product/English-Learner-Progress-Report-Be-the-Advocate-5283604> (it's free).

Second, take a look at the 5 Step EL Advocacy (Framework National Education Association, 2015):

Isolate the issue — Going back to an issue above- a teacher requires a student to complete an assignment, but does not give adequate time to finish it.

Identify your allies — Do you have an administrator that will go to bat for you if needed? A counselor? Who is willing to back you up in your building? In your district? For example, in our building we have an administrator and counselor who are designated to our department. We also have an ESL Advisor within our district who we could contact as well. Identify your layers of support and take action.

Be clear on the rights of ELs — In this case, extended time can be an accommodation that is listed on their legal document in our state. It is their right to equal education through accommodations such as extended time, and if that accommodation is not being honored, that is an issue that goes beyond your building.

Organize and educate others — Sometimes, we need to give our content teachers the benefit of the doubt. We know that especially in the public school system, there is a lot that they are responsible for. Is it possible that your teacher did not know this student had a specific accommodation, or did not know how to implement it? It may be helpful to hold a professional development session that shows how accommodations can be easily implemented for the success of our ELs.

Identify your outlets for change — How can the issue of not giving extended time be avoided in the future? What can be changed to make this more of a school-wide practice? For example, we started requiring teachers to enter a comment for a failing grade into the grading platform. We requested teachers to add a comment about what accommodation was given before the failing grade.

Assets-Based Perspective — There is nothing wrong with ELs; nothing we need to fix. Dr. Staehr Fenner suggests:

Encourage storytelling — Include these student's stories in the classroom's narrative by sharing parts of their culture and how they got here. See how it can transform your classroom's culture and connect to the curriculum.

Spread the word about ELs' success — We have had a couple of former ELs become valedictorians. This year, we've got one current EL who just arrived last year, and one recently exited EL who are in the top 10 in our whole school of 2300 for academics. You bet we spread this word around school! We've pointed this out during faculty meetings and hit "reply all" with emails.

Thoughtfully confront the EL deficit mindset — Got nothing but negative, challenging comments about your ELs? Try these: "If I buddy them up with another student, all they do is talk!" Shift to, "These students are supporting their native language while also teaching each other content!" "I can't tell if they are understanding anything I'm saying!" Shift to, "Right now they may be in a silent period, but soon they will show you and also catch up to their peers! Have you tried Google Translate in conversation mode to check for understanding? What about gestures?" "It just seems like so much extra work." Shift to, "It may seem like it now, but your work can pay off and actually help all of your students!"

And last, be a leader. Dr. Staehr Fenner and Lydia Breiseth recommend doing the following four things to show leadership for ELs: *Take initiative; Proactively serve as a resource; Communicate effectively; and Continue your own PD and learning.* There are plenty of opportunities to take action and be there for our students and content teachers. There are also a lot of resources for our own learning through different avenues and social media groups. Find a Facebook group (You are welcome to join our group at Supporting English Learners K-12), follow some teachers on Instagram or Twitter, or join a community through a website. Dr. Staehr Fenner's website, get-supported.net, has a wealth of free tools and professional development. It's an excellent place to get started.

If you have a favorite resource or learning community that you are a part of, please share!

<https://www.ell-lady.com/blog/being-an-advocate-for-your-english-learners>



Gundi Ressin Memorial Scholarship

The *TNTESOL Gundi Ressin Memorial Scholarship* was established by the TNTESOL Board of Directors to provide funds to affiliate members to support their continuing commitment to the teaching of English to speakers of other languages in the following areas:

- ◆ ***Special Instructional Project***
- ◆ ***Educational Opportunity***
- ◆ ***Professional Development***

The Gundi funds are provided by a yearly amount in the TNTESOL budget and through contributions from members and friends in Gundi's memory. Five (5) Gundi Ressin Scholarships will be awarded on a yearly basis. There is no deadline for applying. Donations are accepted to the Gundi Fund year-round when registering for the annual TNTESOL conference or through the Donations link on our website.

TNTESOL members may apply for a Gundi Fund award by completing the application form. All applications must be submitted electronically to 1vicepresident@tntesol.org. In addition, award recipients must submit an article to the TNTESOL newsletter. Before applying, carefully review the criteria for eligibility. Applications must be received two (2) months prior to event deadline in order to be considered for the award. Applicants will be notified within four (4) weeks of application submission.

Criteria for Eligibility

Applicant must be a member of TNTESOL for a minimum of 1 year to be eligible.

Application must reflect the immediate impact provided to the English language learning community.

Tuition for degree-seeking students will not be considered for this scholarship.

Recipient must agree to submit an article for publication in the TNTESOL newsletter. Article submission deadline will be provided once scholarship has been awarded.

Guidelines for Applying

Requested scholarship amount may not exceed \$400.

Application must be completed in electronic format and submitted to the email address provided above.

Application must address one of the following areas: Special Instructional Project, Educational Opportunity, or Professional Development. **Please note that conference-related travel expenses are NOT eligible for this award.**

All sections of the application must be completed in order to be considered for this award. This includes Part I: Demographics and Part 2: Application Type.

Using the link at www.tntesol.org, please submit your application.



Check out the TNTESOL Awards and opportunities at www.tntesol.org
This is your organization. Please get involved.

Grant Opportunity for Volunteer ESL Programs: Edie Barry Scholarship

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 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 which 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. 

SAVE THE DATE!

TNTESOL Annual Conference Goes Virtual

October 23-24, 2020

See the website (www.tntesol.org) for details.

Statewide Language Learning Resources

Andrea Zielke

TEL Administrator

[Tennessee Electronic Library](#)

Tennessee State Library and Archives

Office of Tennessee Secretary of State Tre Hargett

403 7th Avenue North

Nashville, TN 37243

TEL has added a few resources that may help your students and families while schools are shut down. If there are additional resources that you and your teachers are looking for, please let me know and I can see what I can do statewide or if any public libraries are able to help out! Let me know if there is a good method for getting out these resources to your teachers, students and families. Most do require internet access.

World Book – Additional Resources in French, Arabic and Spanish until April 30th. You must use the World Book Portal link and then navigate to the proper database.


[Enciclopedia Estudiantil Hallazgos](#)

o [Banco de Contenidos aulaPlaneta](#)

[Kids eLearn \(Arabic\)](#)


[L'Encyclopédie Découverte \(French\)](#)

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Tennessee Electronic Library


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Transparent Language Online – Learn English from 25 different languages

Transparent Language Online Remote Teaching Survival Guide

Click the SIGN UP tab.

Enter the required information (username and password). Email is optional but will allow for password resets. Please save your user and password as they will be required each time you log on to Transparent Language Online.

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Additionally, here is a larger list of resources

https://docs.google.com/spreadsheets/d/1cmUmoetDvOs2d6UAWRhZJ_E7Vo6MTV45AKKnYomTacc/edit?usp=sharing

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The Practitioner's Corner

High School Reading Program

Dianne Howard

Oakland High School

Rutherford County Schools



Happy readers...READING is FUN.. These pictures represent the joy of reading for all who are truly engaged...

This activity was developed around the national program, Read Aloud to a Child Week, which is in October. Our school, Oakland High, in Rutherford County has been involved in this for years. Many groups from the school, such as athletics, student council, and other service groups, would go into the many elementary schools in our district to read to the classes. I was disappointed to realize that the ESL students were not always included. I asked an administrator if it would be permissible to bring a group of high school ELL students to read to the ELL children. There was an overwhelming, positive and excited, "Yes...we would love to have an ESL group come and read to our ELL babies".

The administrators on our campus gave approval and we worked out a schedule with the ESL teacher to visit the K-2 classes. Our initial visit was so happy and successful that it was agreed we would continue on a schedule. We went every Tuesday to read to the students.

I teach a Reading class for the ESL students who have room in their schedule and who would benefit from extra exposure to language skills strategies. My students are taught reading strategies and are encouraged to read aloud in class, so the lessons transitioned smoothly to this assignment... which is exactly what it was for my students. My students benefited in many ways from this exchange and interaction with the younger students.

This is a short list of the benefits:

Confidence — They had a new audience to whom they had to read.

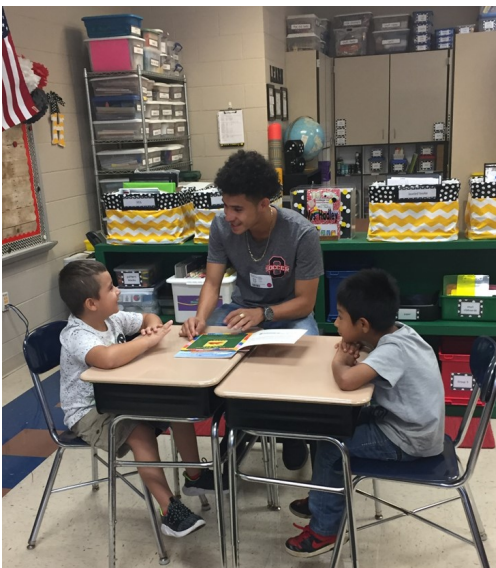
Power — They soon realized they had to command the attention of a small group of students with engaging questions and verbal clues to promote comprehension.

Accountability — They were required to complete a rubric evaluating the experience and write a summary of example responses and behavior of the students.

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This group of JPE (elementary) students loved having the story read to them and the interaction provided to them by the high school student who was constantly asking engaging questions. Sometimes the mundane can be brought to life with a new but familiar approach. The camaraderie that developed among these students was one of the more honest results of this entire program. The students, both high school and elementary students, were excited to see each other every week, and the participation from each and every student was high level.



The photo on the previous page was also a timely lesson... we incorporated technology, reading, and computer usage with the K-2 children. The technology I use in my classroom at the high school was easily transferred into a lesson for the elementary.

I love this picture because the high school student was very diligent to point-out areas of interest and developed excellent critical thinking questions which stimulated the understanding of the reading.

In my 47 years of teaching, this school year has been sad and unbelievable in so many ways...and not having closure for the year is difficult...but the one bright spot I have to reflect on is the memory of watching the development of a love for reading, which is a lifetime challenge.

TNTESOL wants to hear from you!

Share your thoughts, experiences, and inspirations with TNTESOL members.

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*Thank you,
The TNTESOL Newsletter Editor*

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VirtuEL
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bit.ly/VirtuEL

Larry Ferlazzo
 Keynote Speaker

The theme of this free virtual conference was Distance Learning and Language Learners. Larry Ferlazzo's keynote presentation, "Overcoming COVID-19 Challenges Facing ELLs and their Teachers," hit home as teachers prepared to return to school during the pandemic. The 30-minute sessions were

recorded and are still available along with the archives of the previous VirtuEL conference. Check out the bit.ly/VirtuEL site for details and links to all the sessions!

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WHERE
YOU ARE.
USE WHAT
YOU HAVE.
DO WHAT
YOU CAN.**

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