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Message from the President

What an incredible year it has been! Our TNTESOL organization continues to grow and remain committed to its purpose, our conferences continue to amaze me, and I have now been given the honor to serve as your president another year. Thank you, TNTESOL members!

Speaking of amazing conferences, TNTESOL 2011 in Murfreesboro was a big success. I would like to send out huge congratulations to Sunita Watson and her *outstanding* planning team (about 40 Rutherford County and ten Murfreesboro City Schools teachers) for a job well done! With budget cuts and tight belts, it was quite an accomplishment to attract close to 500 people, 26 vendors, and 60 presenters. And what about the plenary speakers – Danny Brassell and Dorothy V. Craig? Weren't they *fantastic*! I thoroughly enjoyed this conference, and I'll bet all of you who attended left feeling rejuvenated and eager to try out new ideas. I have also heard wonderful things about the recent TESOL conference in New Orleans. Tennessee was well represented by several of our members: Todd Goforth, Byron Booker, LaWanna Shelton, Deborah Sams, Dana Siegel, Abasi McKinzie, Jan Lanier, Debbie Vaughn, and Kevin Stacy. That's quite an impressive group, and I can't wait to hear more about it.

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Mark your calendars and write your proposals for our upcoming conferences!

- **SETESOL 2011** will be in Richmond, VA, October 13-15.
- **TNTESOL 2012** will be in Nashville, March 14-17.
- **TESOL 2012** will be in Philadelphia, PA, March 29-31.
- In the near future, Tennessee will host **SETESOL** in Knoxville in Fall 2012.

As we move forward, we must not forget those who are leaving the organization: Dr. Pattie Davis-Wiley and Kevin Stacy. They have worked hard for us and will definitely be missed. I would also like to take this opportunity to *welcome* and *congratulate* our newest board members: Diane Mackey, Christine Tennyson, and Jason Groppe. I'm looking forward to them joining this already outstanding team.

I would like to continue to challenge you to promote our organization to the fullest. By promoting the organization we grow as professionals. Please take the time to check out the *TNTESOL Newsletter* and *TNTESOL Journal*. They both contain a wealth of information from you – our peers and colleagues. I would also like to challenge you to get to know the TNTESOL Board Members. This is an amazing group of people who work very hard to keep TNTESOL one of the top state TESOL affiliates in the country. I am honored to serve on this board, and I'm very proud to serve as your president this coming year.

Tracy Bullard

TNTESOL President

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Reflecting on the 2011 Conference...

Sunita Watson
Rutherford County
First Vice-President



The Conference came roaring into Murfreesboro amidst rain and chilly weather. But the atmosphere inside the Embassy Suites was warm and cozy as nearly 500 friends and colleagues began pouring in. Several people commented on how they loved coming to this family reunion each year!

Thursday brought challenges to our thinking as we listened to Roger Rosenthal from the Migrant Legal Action Program in Washington, D.C. Many participated in a question-and-answer follow-up that clarified issues we personally face in Tennessee. We look forward to the continued discussion online as Jan Lanier takes the remainder of the unanswered questions and posts them on the web.

Friday was an exciting day as conference-goers attended sessions that were both thought-provoking and challenging. Our hearts were definitely touched, and a few tears fell as we heard the Roy Waldron singers and watched the dance team perform. After that, Danny Brassell dazzled us as we laughed, sang, and empathized with teachers, children, and the state of education. We were honored to have the LaVergne High School Choraliars perform before our lunch as we paid homage to the people of Japan as the terrible tsunami and earthquakes devastated that nation. Friday evening, we stepped into the past as we toured the Oaklands Historical Mansion. Dinner was tasty, followed by a little friendly competition of trivia. Even people who were not trivia buffs enjoyed the casual atmosphere and spending time with friends—not to mention the delectable cupcakes piled high with icing!

On Saturday we were again challenged and refreshed as we attended sessions. Dr. Dorothy Craig reminded us about what it means to be a teacher, what immigrant and non-English speaking families must face, and why teaching comes from the heart. The conference closed with awards and door prizes. As the Conference ended, the weather mirrored our experience as warm hugs, emails, and sunny memories were shared. Our minds were refreshed, and we definitely learned more about teaching from the heart! ▶



A busy day



The LaVergne High School Choraliars (Rutherford Co.), performing at the Saturday luncheon.

NEWS from The State



Jan Lanier
ESL Coordinator, State of Tennessee

Dear TNTESOLers,

It was great being in Murfreesboro at the TNTESOL Conference with so many of you. We had a great speaker, Roger Rosenthal, from Washington, D.C. The focus of the State Day was the civil rights of English Learners and their families. The information packet was well received and will soon be posted on the Title III website. I hope that many of you who were able to attend will take this information back to your schools and share with principals and teachers. More than 350 were in attendance on Thursday.

The rest of the conference was wonderful. Kudos go to the conference hosts and helpers. There were many lively conference concurrent sessions, several delightful keynotes, and an energizing plenary. For those of you who missed this conference, plan ahead for next year. We will be meeting in Nashville in March 14-17 at the Marriott Airport. Next year will take a new twist. We begin with pre-institute sessions and end with a full day of concurrent sessions on Saturday for the teachers who cannot come during the week. Check out the website for the speakers. Stephen Krashen is coming back!

I was able to represent Tennessee at the TESOL Conference in New Orleans this year. The panel I sat on discussed the implementation of Common Core Standards and the effects that could have on states. Tennessee is a bit ahead since we were chosen in the first round of Race To The Top.

Thank you for a successful ELDA testing season. This year we hope to have AMAOs ready earlier.

I hope you enjoy a well-deserved summer break.

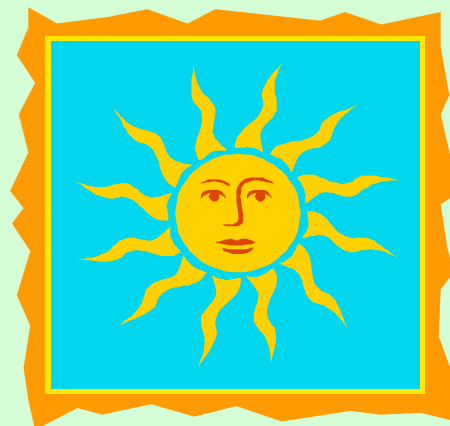
Jan



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 e-mail, an attachment, and your personal information by the issue deadline to Lee Martin:
lee.martin@vanderbilt.edu.



2011-12 Deadlines

July 1
December 1
April 1

Issues

Summer-Fall
Winter
Spring

Among those representing TNTESOL at TESOL this year: Dana Siegel, Shelby Co., new Board Member-at-large; and Todd Goforth, Shelby Co., TNTESOL Past President and current Secretary-Treasurer.

It's a Brand New Day in the 21st Century – All Teachers as Teachers of English Learners

LaWanna Shelton, EdD
Second Vice-President
2012 TNTESOL Conference Chair

In **2012**, we welcome the TNTESOL Annual Meeting and Conference back to **Nashville**. Our goal is to provide a new conference experience for our existing membership and a first-time experience like no other for prospective new members and attendees. Our theme “All Teachers as Teachers of English Learners” aligns with our campaign to invite all educators, administrators, paraprofessionals, students, and community members who touch the lives of English learners.

Wednesday, March 14

The gathering will begin with our first-time-ever Pre-Conference Institute (PCI) on Wednesday, March 14. The PCI will support three special-interest areas; English Learners and Special Education, English Learner Newcomers and Beginners, and English Learners and Technology. We have sought out some of the most renowned presenters and speakers in these professions. Wednesday's lineup includes Dr. Catherine Collier, whose expertise is separating difference from disability. This full-day institute will address issues of culture shock and language acquisition with a focus on diverse learners with special needs, including language and learning challenges and is relevant across the Pre-K-16 curricula. Visit her website at: crosscultured.com.

Understanding the challenges of including newcomers and non-speakers of English in our rigorous standards-based curricula, our conference has sought out to find one of the most renowned researchers in this field. Known for his creation of Total Physical Response (TPR), we are pleased to have Dr. James Asher and his colleague Todd McKay. Dr. Asher, a psychologist and educator, developed TPR based on developmental psychology, learning theory, and humanistic pedagogy. This full-day workshop involves live demonstrations in Arabic, Spanish, and Japanese, proving that all ages, including adult learners, can acquire language in a stress-free instructional setting. The workshop concludes with Todd McKay who will demonstrate the use of TPR storytelling, with a special emphasis on middle- and high-school students. Visit their website at: tpr-world.com.

The third strand of Wednesday's PCI is English Learners and Technology. To that end, TNTESOL will launch its first-ever “iVillage.” With a host of presentations and speakers, iVillage will set the pace for the entire conference's unique technology strand. Although technology is being utilized more frequently to enhance language acquisition and language learning, it still



continues to be underutilized, an untapped resource. iVillage will highlight and showcase a hands-on technology lab sponsored by Apple with laptops and iPads. Presenters and speakers will discuss, demonstrate, and debate the use of everyday technologies such as cellular phones, smart phones, and iPods. Presentations surrounding the use of the internet, web-based applications, document cameras, and interactive smart boards will be offered for those participants who have or anticipate having these technologies at their schools or in their classrooms.

Wednesday's PCI will be a ticketed event with limited seating. Participation will be available only by pre-registration. Watch for our flyers, email blasts, and future publications in the *TNTESOL Newsletter*. Follow us on Facebook and Twitter!

Thursday, March 15

Following with TNTESOL tradition, Thursday will be sponsored, in part, by the Tennessee Department of Education. New to this day, however, is our shared day with the State. State presentations and speakers will begin at 8:00 am and end at noon. The morning agenda will cover important topics related to federal programs and law, including the Office of Civil Rights. TNTESOL welcomes Dr. Eugene Garcia as our Keynote and conference Kick-off speaker. Dr. Garcia's research and work in the field of bilingual education and language teaching has contributed to our fundamental understanding of culture and language in the field of language acquisition. As the former Dean of Education for both Arizona State and UC Berkeley, Dr. Garcia has served in various other prestigious assignments, including the Senior Officer and Director of Bilingual Education and Minority Languages Affairs in the US Department of Education. He has authored, co-authored, developed, and is referenced in hundreds of books, articles, and textbooks that are used worldwide in K-12 classrooms and university programs. Thursday will continue to be at no cost. Additionally, we are anticipating our Thursday conference days to carry TASL credit, in an effort to attract more administrators and central-office

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Serve ELL Families, Serve Your Community: Take an Expedition with Remote Area Medical

Deborah Sams, PhD
Sevier County

In a time of health-care debate and care for the uninsured, there is a way that TNTESOL professionals may volunteer to serve ELL families and the community at large through an expedition with Remote Area Medical (RAM). The mission of this non-profit organization is to provide medical, vision, dental, (and sometimes veterinarian) care to the needy in a two-day free clinic. RAM co-ordinates medical professionals and volunteers at a public site, usually a high school or college, to dispense healthcare for the needy in one weekend. For those who have little extra

2012 Conference, from p.5

personnel to participate in these very important issues of English learners.

Friday and Saturday, March 16 & 17

Our conference continues with mini-workshops, discussion panels, round-table discussions with select keynote speakers, presentations, and book signings all day Friday and, for the first time, all day Saturday. Friday's keynote speaker will address EL/Special Education, one of the three strands of the conference. We welcome Dr. Alfredo Artiles, from Arizona State University, former professor at Vanderbilt University. Dr. Artiles' work with EL/Special Education is widely known, used, and respected.

Our Saturday conference has been retooled to allow for maximum participation. We understand the challenges that our teaching force faces when seeking professional development and that leaving the classroom may not always be an option. For that reason, we have redesigned Saturday to be an 8:00 to 4:00 conference day, reserving our most renowned keynote speaker in language acquisition. TNTESOL welcomes Dr. Stephen Krashen, University of Southern California. Dr. Krashen's research is responsible, in large part, for our applicable and practical understanding of language learning and teaching.

Our conference committee has been working and will continue to work hard to bring you an unforgettable conference experience. All keynote speakers will be available for book signings the day of their presentations. Look for our email blasts, give-aways, and incentives leading up to the conference. Follow us on Facebook and Twitter. We hope you join us for "A Brand New Day in the 21st Century", as we welcome "All Teachers as Teachers of English Learners." Mark your calendars; this conference is one you won't want to miss!

See you in Nashville, March 14th, 15th, 16th, and 17th, 2012! We welcome your questions, comments, and ideas. Please contact us at lawannashelton1@me.com, anytime!

time, these expeditions are a powerful way to serve ELL families and the community. I first learned of this group through a Peabody Award winning segment of the "60 Minutes" news program. Three months later, I volunteered for an expedition in my county, learning how ESL teachers can serve in a mission. There are several roles in which to serve on a RAM mission in your community.

1. Interpreter/ Translator

Potential interpreters and translators should call the event organizer to volunteer for this invaluable service. Arrive early to assist registration and basic health screenings. Registration usually ends by 10:00a.m., moving interpreters to the vision, dental, and medical areas to assist doctors and patients. Interpreters become even busier after 10:00 a.m. Be aware that the vision tests may take place in a noisy hallway, so it will be difficult to hear patients' responses to the letter chart. If you have diminished hearing, offer to volunteer in the medical area so you will be better able to serve in a quiet room with the patient and doctor.

2. Registration

Doors open at 6:00 a.m. Registration tables will be set up by the entrance. People helping with registration will quickly take all the seats at the table, so interpreters may stand back or filter to other stations, waiting to help when needed.

3. Expeditors/Guides

Patients will pass through registration, go through preliminary screening, and then move to their primary preference: medical, vision, or dental. ELL families who don't speak English will need a guide to facilitate screening, and then guide them to the next station on the site and explain procedures. Due to large crowds, patients must decide on one treatment, and if they are lucky, maybe two areas.

4. General volunteers

There are many ways for volunteers with less stamina and physical mobility to serve on an expedition. These volunteers can assist volunteer sign-in tables, information tables, snack tables, and even sit on the bleachers to save the seat for a patient who needs to briefly leave the gym but needs to maintain their place. I witnessed a volunteer who sat on the bleachers for a patient waiting for dental work, but who desperately ran to the vision area in hopes of receiving a vision test and glasses. It was most appreciated.

How Does Volunteering Help ELL Families?

Students and ELL families are relieved and happy to see a familiar face in the crowd. Your presence will make them feel more comfortable and reinforces the notion that you care about your students' wellbeing. The experience also increases awareness of family and community needs that can be addressed later.

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Thinking about my Thinking: Merging Content and Language Acquisition



Dana Siegel,
ESL Teacher
Shelby County

As our state and country move toward increased accountability of teachers, it becomes clear that we, the ESL teaching profession, must also become

increasingly accountable for our own teaching practice and outcomes. No, relax and take a deep breath. This article is not advocating that our effectiveness as ESL teachers be measured by external assessment measures such as TCAP. Instead, it is advocating using the most rigorous measure of all: thinking and reflecting on our role as English language teachers.

ESL teachers understand that language is not learned in a vacuum. Students must have a purpose to learn language. As an ESL teacher, my goal has been to front-load, or pre-teach, the academic skills, content, background knowledge, and vocabulary necessary for students to profit from regular classroom instruction. Front-loading builds a strong connection between the ESL and regular classroom. When students discover this relationship, they are more motivated to learn and excited to demonstrate that learning in their regular classrooms.

As my ELLs became more involved in their regular classrooms, teachers started to take notice. Students were no longer missing their assigned period or coming late – teachers made sure they were coming to ESL. In turn, students continued to be more participative in the classroom, earned better grades, and thrilled parents with progress. Students appreciated knowing that they could work with new content and were proud of their success.

At this point, there is no doubt that you are all thinking, “Well, we have all experienced this. What’s the point of reading this article? Clearly, everyone in your school is living happily ever after. Your ELLs are succeeding because of yet another brilliant ESL teacher.”

Well, therein lies the rub. Is this the work of a brilliant ESL teacher? As an English-language-acquisition teacher, the primary charge is to teach English Language Acquisition – not content. Even though my students were experiencing success with content, is front-loading *content* my primary role? Unfortunately, teaching language acquisition had taken a back seat to content in my instructional program. Yes, my students had facts and content (subject-specific academic vocabulary), but they could not readily express that learning orally or on paper. Language acquisition is not simply frontloading content – it is also building fluent oral and written language expression and comprehension.

Serve ELL, from p. 6

What You Need to Know

I overheard two RAM officials talking about the importance of order at these events and realized that volunteers can help direct people to locations, contributing to efficiency. Although you may see people in serious health situations, the atmosphere is hopeful, not sad. I would suggest volunteering one day or two half days to avoid fatigue. However, it is all worth it because Remote Area Medical (RAM) expeditions offer TNTESOL professionals a unique opportunity to serve ELL families and their own communities. As I write this article, there are many expeditions scheduled in East Tennessee for 2011. Go to <http://www.ramusa.org/expeditions/schedule.htm> to see the expedition schedule. Also, go to the Remote Area Medical homepage to see the Peabody Award winning segment from "60" minutes. ▶

Further reflection and research on this difficult realization led right back to those initial ESL courses and the infamous terms, BICS and CALP. There is no question that BICS language expression is explicitly taught in EL programs. Observing my students in social settings confirmed this fact. Yes, my ELs could carry on a conversation about everyday topics, but could they just as readily produce academic-discussion language such as “One characteristic I observed was ____”? When it came to teaching CALP, it was clear that, in my program, only two of the four language domains (reading and listening) had been targeted. There was very little emphasis on building academic language and writing in my lessons. Consequently, my students lacked the fluent English expression needed for higher-level academic tasks, academic discussions, and writing.

This insight has had a powerful impact on my planning and teaching. Language objectives have become just as important as content objectives. While content objectives state grade-level knowledge and skills, language objectives state what language is needed – which words, sentence patterns, paragraph frames, and text patterns will be necessary to understand, build, and express the new content.

For instance, while teaching the water cycle, it was not enough to teach the concepts of precipitation and evaporation. It was more essential to determine which function (purpose of the language) students would need in order to express those new ideas. Because learning the water cycle requires the expression of cause-and-effect and sequencing (functions), words such as *because*, *if*, *then*, and *next* needed to be taught (forms). As my students are at different levels of proficiency, the language objectives also needed to reflect my students’ language levels and needs.

Consequently, language objectives for teaching the water cycle included some of the following:

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Thinking, from p.7

1. Students will express cause-and-effect in the water cycle using the sentence patterns:

Beginning: Water gets hot. The water evaporates.

Intermediate: Because _____, it _____.
Because (the water was heated), it (evaporated).

2. Students will articulate the water cycle using the target vocabulary of evaporation, water vapor, and condensation.

Beginning: Evaporation. Water vapor. Condensation. Water droplets. Precipitation. Evaporation.

_____ causes _____.
Heating water causes evaporation.

Intermediate: When the _____, it _____.
When the (water heats), it (evaporates and forms water vapor).

_____ and becomes _____. Next, _____.
After _____, it _____. Then, _____.

(Water evaporates) and becomes (water vapor). Next, (the water vapor cools and forms water droplets). After (the water vapor cools), it (condenses and forms water droplets). Then, (the water droplets fall as precipitation).

Specifically planning and teaching language objectives has had a significant impact on my students' language expression. They have become much more fluent as we discuss, share, and write new concepts. Instead of words and phrases, students are able to respond in sentences. They can more clearly discuss an experiment or their understandings of a concept and use science-content vocabulary and sentence structures. In short, they are sounding like junior scientists!

It is also gratifying to see that the more students talk and write, the better they comprehend my instruction and texts. These academic-language patterns are found in their science text and other supplemental texts. Students are not bogged down by either the academic vocabulary or language structure, and can better access the message in the text. Even my beginners now point out known vocabulary, work with diagrams and charts, and express their understandings.

Explicitly planning and teaching language objectives has made me a much more effective English Language teacher. As we move into this new era of accountability, we should give great thought to our primary role, teaching language acquisition. In order to be successful in the classroom, our students must be able to express their thinking fluently using academic language. Academic language, however, is much, much more than academic vocabulary. It is also the ability to express one's thoughts using the sentence patterns in those content areas. Building academic language in all four domains, listening, speaking, reading, and writing, ensures that ELLs can successfully tackle the academic challenges ahead.

Sailing The Title IX Ship

Dan Schlafer
Schools Monroe County



It was a sweltering summer day in 1996. Instead of knocking a white, dimpled orb around a golf course of choice as was

normally my *modus operandi* that time of year, I found myself sitting in my initial graduate law-school class, anxiously awaiting the legendary professor.

The crusty, old buzzard entered the classroom, depositing his disheveled array of books, files, and papers on the wooden desk at the front of the room. Eschewing the normal and perfunctory frivolity, greetings, and introductions, he bellowed, "If you drive a nail for the boys, you'd better drive the exact same nail with the exact same hammer in the exact same place for the girls, or you'll be up that well-known creek without a paddle."

Title IX of The Educational Amendments Act of 1972 codified gender equity. Thirty-seven words forever changed the world of public education; to wit: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving Federal financial assistance."

This legislation applies to academics, athletics, and the arts. It is germane to extracurricular activities as well. Simply stated, "What's good for the goose is good for the gander," even if an outside source provides the funding.

In the academic world, this law is cut and dried. A course that's offered for males must also be offered for females, and vice versa. There can be no gender-specific offerings, and neither sex may be excluded from participation.

With respect to athletics, there must be equity in the number of games played, equipment and

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As you set your goals for next year and reflect on this year's successes and challenges, think about your role. Are you a content or English-language-acquisition teacher? Do you foster and build high-level academic language and expression? Hopefully, like me, you are moving from the basic to proficient in the category of teaching language acquisition. Better yet, here's hoping we all find each other in the advanced category as we refine the practice of teaching English language acquisition. ▶

Tennessee to Host National Migrant Education Conference

Paula Gaddis
Migrant Education Consultant/Title VI/Private Schools
Tennessee Department of Education

Tennessee will host the Office of Migrant Education's National Conference, November 14-16, 2011. We anticipate five-hundred people from around the nation joining us at the Marriott Renaissance Hotel in downtown Nashville on those dates. The selection of TN as the host state speaks well for TN's Migrant Education Program (MEP) and reflects the respect of the Office of Migrant Education (OME) in D.C. As you may or may not know, TN is the lowest-funded state per pupil in the nation for migrant education. The reasons have to do with the way the legislation is written and funding that reflects migrant-student totals in 2000-2001. Nonetheless, TN is like the "Little Engine that Could" when it comes to being able to serve our migrant students with what we have been given. The selection of TN as the host for this conference confirms all of our hard work. TN follows one of the wealthiest MEP's in the nation, Pennsylvania, as the host state. Department of Education, Migrant Education Director, Dr. Lisa Ramirez, made the announcement of TN's selection at the 2010 conference held in Philadelphia.

The purpose of this conference is to bring together key migrant-program staff to hear from OME and colleagues from other states regarding the implementation of the MEP as it relates to interstate and intrastate coordination, including, but not limited to: Identification and Recruitment (ID&R), the Migrant Student Information Exchange (MSIX), promising practices around instructional continuity, service-delivery strategies, support services, use of technology, secondary credit-accrual options, services for pre-school and out-of-school youth, and evaluating program success.

OME subcontracts with a third party to take care of all hotel planning, pre- and on-site registration logistics, and all printing. Additional efforts that will need to be completed by TN in order to make this event a success include provision of welcome bags with materials and "goodies;" decorations for the dais; migrant-student entertainment; migrant-student art; and people to assist with registration, breakout-session facilitation, and general host duties. Thanks to Jan Lanier, I have a lead for welcome bags, and I am also working with the Nashville Convention and Visitor's Bureau to obtain printed material for the bags which will reflect local points of interest. Jessica Castañeda of Tennessee Opportunity Programs (TOPS) has begun collection of student art for display at the conference and for use on banners and programs for the event.

Are you interested in helping? If you would have availability on any day of the conference to facilitate a breakout session (introduce a speaker and collect evaluations), help with registration, or provide general host duties such as point people in the right direction at the Nashville Convention Center, please let me know. If you are aware of any Nashville business that would be interested in supplying 500 copies of their brochure or flyer for attendees to have in their welcome bags, please let me know the name of a contact person for that business. If you know of a person or business that would be able to donate 500 objects such as pens, sticky notes, snacks, etc. to be placed in the welcome bags, let me know. Finally, TN needs decorations for the dais. These may include student art, signs, objects such as guitars (for Nashville) or pumpkins for fall, potted plants,

flowers, whatever we can come up with. If you have any ideas, let me know. If you know of a local florist or nursery that may be willing to donate plants or potted flowers in the fall, let me know. I will appreciate any thoughts that you may be able to send me.

OME has placed Nashville in an elite group of recent hosts including Philadelphia, San Diego, and Atlanta, and I know that they will be pleased with the final work done by TN as host to the conference.

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Title IX, from p. 8

supplies, practice-time scheduling, the nature and extent of the opportunity to receive coaching and academic tutoring, the assignment and compensation of coaches and tutors, the provision of medical and training facilities and services, and in the nature and extent of publicity.


What if the booster club buys lights for the baseball field? What if a parent group foots the bill for a charter bus so the football team can travel in style? What if a local restaurant wants to provide pregame meals for their favorite team? The answer will raise your eyebrows and curl what's left of your hair.

If a Title IX complaint is lodged with The Office of Civil Rights, your school system will be held liable for putting lights on the softball field, leasing a charter bus during the season for the equivalent female team, and the school system will pony up for pregame meals for the other gender. Clearly, it behooves us to be fully aware of the financial dealings of our well-intentioned support groups.

What must we board members do to ensure that we are in full compliance with Title IX? How can we avoid the liability that Title IX litigation will most certainly arise from parental complaints?

We must ensure that our school system has named a Title IX Compliance Officer. A trained compliance officer at each school is an even better idea. Faculty, staff, coaches, parents, and students must be made aware of the law. Those meetings should be well documented. Keeping detailed records is a must. Addressing problem areas immediately while documenting what you did, when you did it, and who witnessed it is critical.

We're all familiar with the fancy football program that's sold at home games in the fall. Do we remember to include other sports as well? We're famous for pep rallies during the first semester each year. Do we celebrate our spring sports teams in like fashion?

It's much easier to navigate the creek if we bring along the paddle. 



The 2011 TNTESOL Awards

Educator of the Year

Cheryl Jolley

Metro Nashville Public Schools



Regional Educator of the Year: West Tennessee

Dana Payne (Left)
Memphis City Schools
with Julia Lydon

Best of TNTESOL Presentations from the 2011 Conference

Dana Siegel, Shelby County Schools: “Content Teaching Content”

Other SETESOL Travel Grant Winners

**Kim Henegar and Sharon Hargrove, Warren County Schools:
“Effective DYI Labs”**

**Mark Littlefield, Metro Nashville Public Schools:
“Top Websites to Use in the Classroom, Part II”**

President’s Award

**Lee Martin, Vanderbilt University ELC:
TNTESOL Newsletter Editor & member of the *TNTESOL Journal*
Editorial Board**

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Go live- April 30, 2012



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