



TENNESSEE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Summer-Fall 2015

Newsletter

Vol. 36, Issue 3

Inside This Issue

Message from the President	3
Communication	4
WIDA Standards & Resources	5
Memphis in May Festival.....	5
Message from the State.....	6
Call for Proposals.....	7
SETESOL Reflections.....	8
ESL in the Big Easy.....	9
Thinking and Debating.....	10
Give an In-service Training.....	12
Building Language Capacity	13

SETESOL Memories.....	14
Multicultural Event.....	16
Teacher of the Year Nominations.....	17
Seven Continents Song.....	18
Helping ELs Achieve Even Higher.....	19
2016 Conference Chat.....	20
Save the Date	21
Attention: Tweeters	21
National WIDA Conference.....	22
Member-at-Large Nominations	23
Conference Opportunity.	24
TN TESOL Conference Registration.....	26
Call for Papers	27

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Message from the President

Summer-Fall 2015

TNTESOL Members:

I hope everyone had a happy and relaxing summer. I bet it feels great to be back at your schools doing what we all love to do...teaching our ELs!

The Board of Directors hosted its first meeting in June, introducing its new members to the table. We definitely have a very diverse representation from across the state, and the enthusiasm of everyone sets the tone for a successful year.

As we had to say goodbye to Debbie Vaughn due to her retirement, the Board of Directors selected a new Advocacy Representative. Byron Booker, who also serves as our Parliamentarian, represented TNTESOL at the TESOL Advocacy and Policy Summit held June 21-23 in Washington, D.C. His interactions with policy-makers made an impact as issues concerning English as a Second Language instruction were addressed.

In August, we announced our Call for Proposals for the 2016 TNTESOL Conference. Visit our website www.tntesol.org for conference information, or contact our Conference Chair, Dr. Christine Tennyson at 2vicepresident@tntesol.org. Make sure to mark your calendar! Our Annual Meeting and Conference will be held March 17-19, 2016 at the Embassy Suites in Murfreesboro, TN.

Please remember that the TNTESOL newsletter is a great communication tool for our membership thanks to your contributions. We invite you to continue submitting articles and sharing ideas for the upcoming issues.

Cary Wright
TNTESOL President
Clarksville-Montgomery County Schools

TNTESOL Teacher of the Year Nomination

Deadline extended!!

Nominate your peer by November 30, 2015

Communication



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

TennesseeESL@Yahoogroups.com — moderator Deborah Sams



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

Follow TNTESOL on Twitter



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



http://www.nps.gov/state/images/TN_GRSM_2.jpg

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

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

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

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

Andrea Bontempi, Newsletter Editor
newsletter@tntesol.org

<u>Deadlines</u>	<u>Issue</u>
December 15, 2015	Winter 2016
April 15, 2016	Spring 2016
August 15, 2016	Summer/Fall 2016

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



TAKE YOUR CLASSROOM ON AN LEARNING EXCITING ADVENTURE

Lee Ann Kelly
TNTESOL Past President
Collierville Schools

Forty years ago, an international festival was initiated. Memphis in May is an annual festival that honors a selected country. Education is an integral part of the festival. International awareness is at the core of the Memphis in May International Festival. The educational component of this festival provides school students with an opportunity to experience the customs and cultures of different countries from around the world. Each year, Memphis in May accomplishes this goal through an extensive and diverse youth education program.

Canada is the honored country for 2016. Educational information will be available soon, but in the meantime, previous years of educational information can be found at the Memphis in May website. The educational site is a great resource and offers fun activities for each grade level. This is a quick, easy way to bring other countries and cultures into your classroom. Most importantly, it's free!

WEBSITE FOR MEMBERS ONLY

TN-WIDA STANDARDS AND RESOURCES

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

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

Create a topic or contribute to these discussions:

[Q&A Forums](#); **Lesson Plans: [Primary](#), [Secondary](#); [Resource Links](#)**

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

A Message from the State

Dear Fellow TNTESOLers,

As the Tennessee Department of Education begins a new school year, there are several changes and accomplishments that I would like to highlight.

- ◆ The Title III office is moving back from Special Populations to the Compliance and Program Monitoring. We will continue our work with colleagues in Special Populations and Student Services to strengthen education in Tennessee.
- ◆ The department has completed three, two-day regional trainings with WIDA trainer, Lori Hanna, for Lesson Planning with WIDA Standards.
- ◆ Currently, the department is collaborating with the Center for Applied Linguistics and WIDA to complete the crosswalk between ELDA and WIDA ACCES and set proper cut scores.
- ◆ When cut scores emerge from this research, the department will work with the U.S. Department of Education (USED) to set new AMAOs.
- ◆ The department has decided that, although the W-APT will be online beginning in spring, we will use the paper and pencil test until summer training. During the summer of 2016 Tennessee will switch over to the on-line W-APT.
- ◆ The department has set three regional trainings for the online WIDA ACCESS that will be administered in the spring of 2016. Stay tuned for email for announcements from Lori Nixon and check our WIDA website at www.wida.us for new information.
- ◆ Upon request, the department is training districts and regions on lesson plan coordination between regular teachers and ESL teachers using WIDA standards and also for requirements and best practices for supervisors and principals.
- ◆ It seems that ESEA may be reauthorized during the remainder of 2015. Please follow that news.
- ◆ We completed our first Title III Director's meeting on August 24, which was the day before our annual ESEA Director's Institute in Franklin.

Thank you to all the districts and teachers who work diligently to see that "All Means All" for Tennessee students.

Jan Lanier
ESL Coordinator/Title III Consultant
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March 17-19, 2016

CALL FOR PROPOSALS

Deadline: December 1, 2015

TNTESOL is accepting conference proposals for the 2016 TNTESOL Conference that will take place from Thursday, March 17, 2016 to Saturday, March 19, 2016 at the Embassy Suites in Murfreesboro, TN.

Proposals are being accepted in areas related to teaching English Language Learners.

Presenters must register for the conference and must submit the information provided on the proposal form. Download the form on the Conference page at tntesol.org

Questions about proposals?
Contact Collin Olson at tntesol2016@gmail.com

SETESOL Conference Reflections



Go for the Goal:
Empowering
Teachers and Students

SETESOL

2015 Regional Conference



Thursday-Saturday,
October 22-24, 2015
Riverside Hilton
New Orleans, LA

Julie M. Harrison
Wilson County Schools

SETESOL 2015 was a great conference! I attended many, many wonderful sessions and learned so much! The one session that made the biggest impact on my teaching and learning was *Empowering English Language Learners: Insights from Neuroscience* presented by Dr. Janet Zadina of Tulane University School of Medicine. Dr. Zadina shared the advances in brain research over the last few years. It seems brain research is much like technology....we learn more about it every day; we are always expanding our knowledge base and, in turn, learning how to teach students more effectively. Dr. Zadina shared teaching strategies based on neuroscience. You may learn more about Dr. Zadina and her research by visiting the website www.brainresearch.us, and by following her on social media at twitter.com/janetzadina; facebook.com/brainresearch. Enjoy!



Christine Tennyson
and Keynote Speaker,
Carol Read

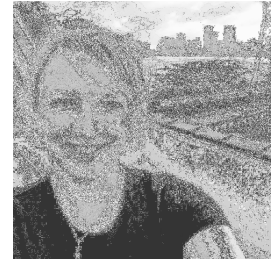
Christine Tennyson, EdD
Rutherford County Schools
TNTESOL 2nd VP and 2016 Conference Chair

The hosts LATESOL took great pride in their conference and showed wonderful Southern hospitality. It was encouraging to meet other ESL teachers from around the South and know we are all working to make the lives of our students, all ages and all walks of life, better through our teaching and our leadership.

ESL in the Big Easy

Jennifer Meyer
Bedford County Schools

I had the honor of being accepted to present at SETESOL 2015 in New Orleans. My session, entitled "Empowering Teachers to Teach the Language of Digital Citizenship," took place on Thursday, October 22, 2015. My inspiration for choosing this topic was my work with students, on the one hand, who were so unfamiliar with computers that they did not know how to use a mouse or a keyboard. On the other hand, I also had experience with students whose cell phones were used for the entire family's internet access. I was inspired not only to teach students how to use a computer, but also to help those who were serving as teachers for their families at home.



New Orleans skyline

Digital Citizenship is defined as appropriate and responsible use of the internet. Mike Ribbel has identified Nine Elements of digital citizenship, but I chose to focus on three areas of greatest impact for K-12 students: digital etiquette, digital security and digital rights and responsibilities. In the presentation, I demonstrated how to use the "Digital ID Wiki" to plan lessons for a variety of age groups. This Wiki was developed by ESL teachers in California, specifically for the purpose of teaching digital citizenship to English Language Learners. Then, I demonstrated a lesson that I wrote for Fifth Grade, utilizing materials in the Wiki and organized around the particular needs of my learners. Because the Wiki is universally accessible and free to use, anyone can have access to the abundance of materials found there to fully customize any learning plan. Moreover, you can even upload projects or activities that you and your students create to serve as a resource for others.

If you missed the New Orleans conference, you can attend International TESOL in Baltimore, April 5-8, 2016, where I have been accepted to present: "Digital Citizenship: Beyond Borders in Cyberspace." Or visit my website and download both the SETESOL presentation and the Lesson Plans presentation for your use as resources: <http://bit.ly/esltnjmeyer>. If you have any questions or would like any information about SETESOL or TESOL, please feel free to contact me: meyerj@bedfordk12tn.net.



*Jennifer Meyer and Harriet Stahlman
at Jackson Square*



*Former TNTESOL board member,
Dana Siegel presented "Content with
your Content?" at the SETESOL
Conference.*



*Suresh Canagarajah,
Keynote Speaker*



*Former TNTESOL president, Sunita Watson
presented "Go for it! Writing Across the Curriculum"*

Travel Grant Winner

Thinking Critically, Debating Dynamically

Rachel Patterson
ELS Instructor
ELS-Nashville (MTSU)



When it comes to speaking in class, many language learners face a decent number of challenges. Overcoming those anxious feelings towards potential embarrassment or lacking the ability to structure thoughts and speech fluidly tend to be the biggest. However, in a few Masters Skills language courses I taught, I wanted a few sure-fire methods to counter those obstacles. I focused on ways that foster logical, analytical skills and combined them with speaking in timed debates. I gathered a few resources and designed a worksheet that could elicit these two skills, and soon, with frequent practice, my students were naturally asking higher thought order questions without as much leading or prompting. Through proper scaffolding and debate, students with at least an intermediate level of English will be able to develop opinions and support them with through speaking and vocabulary.

These particular students study English for academic purposes and possessed an intermediate or advanced level of English proficiency. With every speaking-centered lesson, I always presented a question and a picture related to the topic. One successful example I've used is "Should ESL students study in a big city or a small city?" while showing pictures of a small town or a large metropolis. Through elicitation, students worked in pairs or groups to list related vocabulary. For roughly two minutes, they were physically writing answers down, focusing less on spelling or structure and more on filling their page with ideas. In most cases, the vocabulary hadn't yet been introduced--this helped me identify students' prior knowledge, and in some cases, if students could produce target vocabulary on their own, those students could quickly explain it to others. This not only reinforced their own understanding, but it helped other students, all while reducing that pesky teacher-talk I sometimes suffer from.

Reading soon followed, either from the textbook, online, a news or magazine article, or self-produced materials, or a text which incorporated any target vocabulary. Of course, we also looked at main idea, details, author's point of view, and so on through brief class discussions. We talked about how the reading relates to the main question before asking our own.

The second phase involves expanding the vocabulary into full on analytical thinking where students thought of their own Wh- Questions (Who, What Where, When, Why, Which, How) related to the topic. Again, this stage involved writing but with more emphasis on grammar and target vocabulary. Students apply Wh- question grammar and vocabulary to create meaningful questions which they then ask one another in a brief period of discussion—about eight to ten minutes, or as time permitted in the class. By having the students create their own questions and answers, they created "ownership" of the grammar and meaningful contexts of the target vocabulary. Not to mention, this was great practice for structural grammar. This also facilitated more engaging discussion.

Continued on p. 11

Continued from page 10

After several minutes, I, or another student, would usually prompt questions about the benefits and drawbacks—returning to our example of “big city versus small city,” students were able to make a list of at least three or four points in each category. Here critical thinking is stressed heavily. (I would like to add, I’ve found this works well with cause-and-effect centered objectives). For simple debate topics, this would take around ten minutes or so. For more complex subjects, we would extend the assignment to more than one class to allow for research.

When it was all organized, students were assigned sides--in many cases, the sides they naturally opposed-- and debated. Students worked in odd-numbered groups of three or five with one student acting as a moderator for managing time. Students were required to speak at least two minutes each, which allows for that quiet student to speak while encouraging more active students to process what they wanted to say. Students especially tended to covet this role. As a side note, you might find it beneficial to pre-teach ways to respectfully disagree or related conversational phrases such as “I see your point but...,” or “Could you explain more?” Afterwards, the moderator asked questions or allowed each side to present questions, objections and rebuttals. During one side’s speaking time, students were encouraged to take notes while listening thus adding even more self-guided listening and writing practice. Afterwards, students rotate roles and debate again. I can definitely say that some topics had lengthier, more fruitful discussions than others but, more importantly, the students were speaking and using their prepared notes to engage others. Additionally, they were listening and taking notes, discussing rebuttals as a team, analyzing logical fallacies, and asking for evidence.

After a few weeks and routine practice, some students were comfortable enough to record themselves speaking and evaluate their progress. We could also use the recordings as listening practice. We followed up more formal and informal debates with written assessments. For example, students found it much easier to write argument or persuasive-style essays using this form of brainstorming and outlining. The classes were often fun and thought-provoking, and it was certainly exciting to see the students begin to habitually analyze the topics without too much difficulty. With this technique, I found a variety of topics that worked well—being self-employed versus working at a company, math and sciences or art and music, vacation in the mountains or on the beach, money or love, cats or dogs, etc. While I teach mostly intermediate to advanced, adult, Arabic ELLs, this has been rather successful for students of various backgrounds and levels. From personal experience, much of this can be done with beginners as well. For students that still seem shy, I’ve found really light topics work well, for example, “Should the class all get pancakes or waffles for breakfast?” Overall, I would say, keep at it. It may take your students a few tries, but practice usually leads to progress and proficiency the fastest.



Rachel Patterson presents at SETESOL

My students were naturally asking higher thought order questions without as much leading or prompting.

Travel Grant Winner

Who Me? Give an In-service Training to General Education Teachers?

Andrea Bontempi
Rutherford County Schools

Ingredients—Procedure—Add Seasoning & Spice—Bake—Taste

A Recipe for Creating an In-Service Presentation

- Create your Plan
 - Define Audience and their Needs
 - Objectives
 - Length of Presentation
- Logistics
 - Permission
 - Room or Setting for the presentation
 - Size of Group
 - Date and Time
- Content
 - Research
 - Key Points
- Methods (Procedure)
 - Presenter Strategies
 - Hook (Motivation)
 - Share Objectives
 - Closure
 - Participant Activities (Refer to Handout)
- Organize and Proofread
 - Slides
 - Media/Technology
 - References
- Add Seasoning and Spice - Do Something Extra
 - Ensure a lasting impact:
 - EVALUATE the session
 - Plan for FOLLOW UP
- Prepare Handout
 - Practice
 - Anticipate questions

TNTESOL/SETESOL 2015

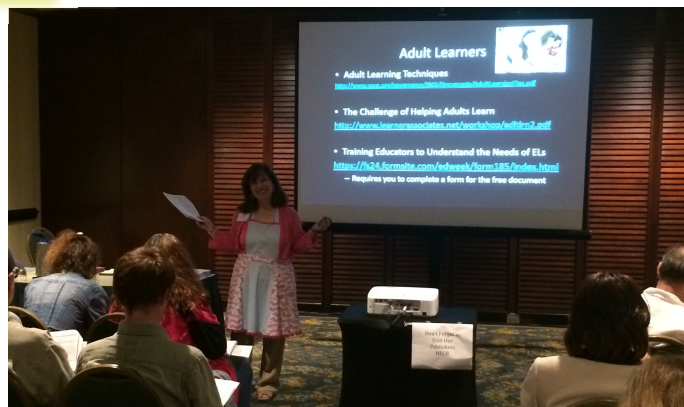
Andrea Bontempi

ESL teachers often find themselves in a setting where their colleagues know little or nothing about ESL, English Learners, language acquisition, etc. They are often isolated and many teach in more than one school, yet they are expected to collaborate with, or train, the general education teachers in order to improve instruction for all students. Because the English Learners may see the ESL teacher for only an hour each day, it is imperative to educate the rest of the school personnel. The overwhelmed ESL teacher may lack the confidence, knowledge, and/or tools to effectively follow through with the necessary training. As a result, teachers remain frustrated and students do not learn as they should.

In this workshop, I presented the elements of a successful in-service presentation. The participants gained the knowledge, tools, and confidence needed for their presentations and were given step by step instructions in a recipe format to create a plan they could take back and use immediately. Specific strategies and content ideas were shared along with resources and activities that could be used to reach their audience.



Andrea Bontempi, Newsletter Editor, and Johnna Paraiso, Journal Editor, present "Writing for Publication" at the SETESOL Conference.



Andrea wears an apron to raise curiosity and motivate her audience.

Overall Travel Grant Winner

Building Language Capacity for Writing

Christine Tennyson, Ed.D.
Rutherford County Schools

Students should be taught how to be consumers of language so they can begin to build their own language capacity for reading and writing. In order for students to be consumers, teachers need to rise to Krashen's suggestions of giving students content they can understand on their individual levels. By reading and sharing rich text and scaffolding increasing complex language, teachers can help students develop the capacity to engage with and enjoy texts of their own choosing. In addition, by using these texts as models for their own developing writing, students will be able to produce their own rich tests. Having students use as well as comprehend language is one of the goals of the CCSS. In addition, students who read more complex texts will increase their vocabulary, one of the greatest challenges for teachers of English to speakers of other language learners. This presentation gave teachers ideas so they could begin to make their own relative collections of rich mentor texts and see how to extract writing ideas from these texts and thus build the language capacity needed to succeed in the literate world. To paraphrase Carmen Deedy, good writing is crafting a piece that someone wants to read, but great writing is the art of letting go. Through rich mentor texts and model writing, we can challenge our students to write to let go of their own ideas.

Building Language Capacity for Writing through Modeling and Mentor Texts

Fiction

The Josefina Story Quilt
Eleanor Coerr

Salsa Stories
Lulu Delacre

When I Was Young in the Mountains
Cynthia Rylant

The Miraculous Journey of Edward Tulane
Katie Dicamillo

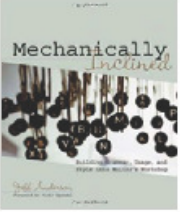
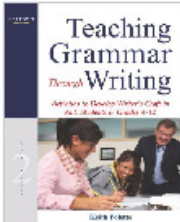

The Magician's Elephant
Katie Dicamillo

The Circuit
Francisco Jimenez

Walk Two Moons
Sharon Creech

The Dreamer
Pam Munoz Ryan & Peter Sis

The Seven Wonders of Sassafras Springs
Betty G. Birney

Nonfiction

September 11, 2001: Attack on New York City
Wilborn Hampton

My Name is Georgia
Jeanette Winter

Immigrant Kids
Russell Freedman

Ellis Island: New Hope in a New Land
William Jay Jacobs

14 Cows for America
Carmen Agra Deedy

A Dream of Freedom
Diane McWhorter

Fight for Freedom: The American Revolutionary War
Benson Bobrick

Dr. Christine Tennyson
Rutherford County Schools
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TNTESOL 2nd VP
2016 Conference Chair

SETESOL 2015
October 22, 2015



New Orleans welcomed SETESOL Conference attendees

Dr. Teresa Dalle, Dr. Emily Thrush, and Dr. Angela Thevenot presented Literacy and STEM: Moving forward with Common Core and ELLs



TNTESOL was well represented!



"SETESOL continues to bring excellence to the southeast region. The keynote speakers were high quality and had engaging and thoughtful insights for teachers of language learners at all levels." —Sunita Watson





*More
SETESOL
Conference
Memories*



Standing room only



TESOL 2016
International Convention
& English Language Expo

5-8 APRIL 2016 • BALTIMORE, MARYLAND, USA



Dyersburg Multicultural Event

Angela Rood
Dyersburg City Schools

Dyersburg Intermediate School in Dyersburg, Tennessee hosted a Family Night on April 16, 2015 focused on Creating Cultural Connections in the Classroom. Attendees were treated to a "Parade of Nations" song performed by

the Dyersburg Primary School and Dyersburg Intermediate School ESL students and to a "Leader in Me" song performed by the Dyersburg Intermediate School Choir. Led by Mrs. Leslie Haymon, students involved in the Dyersburg High School Spanish Club demonstrated some ethnic dancing. The administration and faculty presented informational sessions for parents while students and their siblings enjoyed a "Tour of Countries" as they visited various stations in the gym. The cultural stations, led by Dyersburg Middle School and Dyersburg High School ESL students and their parents, demonstrated various arts, crafts, music and writing of different cultures. The adult ESL students and Ms. Lynn Paterson from The University of Tennessee at Martin joined in, as they do each year, to share various cultural demonstrations. The multicultural celebration, led by Dyersburg City Schools' ESL teacher, Angela Rood, is an annual event and is always a night of great learning and fun for students, parents and teachers!



ESL Teacher of the Year Nominations

TNTESOL is looking for K-12 teachers who exemplify:

- ◆ Quality instruction
- ◆ Leadership in the field of ESL
- ◆ Community leadership

Submit a nomination NOW at the TNTESOL website!
(tntesol.org)

Nominations end on November 30, 2015!

Members may submit or receive nominations.

Not a member? Want to nominate a non-member?
Join now at tntesol.org!

Benefits of membership include:

- Network with other professional ESL educators
- Learn the latest curriculum and instruction ideas for ESL
- Share statewide news that affects ESL policy and education

Don't wait until it's too late

Nominate a worthy ESL educator from your area today!

Seven Continents in Size Order Song

LeNaye Pearson
Northern Cluster, ELL
Cheatham County School District

Why not teach a song that not only helps the student learn the names of the continents, but also identifies the size of the continent as well! The lyrics may be sung to a slow jazzy version of "Twinkle Twinkle." (The letters that are in bold print are the stressed syllables which are also on the beat of the song.)

Twin- kle Twinkle lit- tle star
-**There** are **sev-en** **cont-inents**

How I wonder
-from **large** to **small**

what you are
-**here's** the **list.**

Up a-
-**Asia**

bove the
-**Africa**

world
-**North** and South

so high
-**A-merica**

like a
-**Antarctica**

diamond
-**Europe**

in the sky
-**Australia**

Twin- kle Twinkle lit- tle star
-**There** are **sev-en** **cont-inents**

How I wonder what you are
-**Land masses** that **can't** be **missed.** (Yeah!)

-**Land masses** that **can't** be **missed.**



Continued on page 19

Continued from page 18

The words to this song were written a few years ago. It was created from a need, a requirement that the students know the names of the continents. I personally didn't have any special way to remember the continents, so I thought, "Why don't I write a song about the continents, and not only teach the names, but arrange the continents from largest to smallest - to teach more than one concept?" (I've had students tell me that they sang that little song in their heads during the SAT exam!!)

The song uses a known melody of "Twinkle Twinkle," but if you sing it right no one will be able to tell that the song IS "Twinkle Twinkle!" - you've got to slow it down and jazz it up. I have used this song from 2nd grade to high school - depending on how you sing it!

In the supplied lyric sheet, the words for the Continents are placed under the familiar song for reference purposes. The letters in bold type shows where the beat lands while singing the Continent song.

Thank you so much for allowing me the opportunity to share!



Helping ELs Achieve *EVEN* Higher

Kevin Stacy
Executive Director
MNPS Office of English Learners

EVEN **

Children use this word almost every day on the playground. You will often hear a child say "I'm going to hit the ball even harder this time" or "I'm going to run even faster this time." The word *even* emphasizes a comparison. It is used, many times, to highlight the process of moving from previous goals to new, more challenging ones. *Even* means success, but a yearning to go even further, to become stronger and faster. It is a word in which the understanding of the present and our future goals meet. When I say, "I can run even faster," I know that I am fast now, but my goal is to be faster.

By taking time this summer to attend the ELD Institute, you are stating that you have this same yearning—you are a great teacher, but you want to be even greater. You want your classroom to be even more engaging for students. You want your lessons to be even more rigorous and your strategies to be even more effective.

Our theme for this ELD Institute is "Helping ELs Achieve Even Higher." In this conference, while celebrating our successes, we will strive to go even further in meeting the needs of our ELs, exploring social and emotional learning, cultural competence, linguistic fluency, and academic achievement.

On behalf of the EL Office of Metro Nashville Public Schools, we welcome you to this difficult but rewarding task. We are here to guide and walk with you during this process. Please let us know if we can help you in any way during the Institute.

Editor's Note:

The Metropolitan Nashville Public Schools 2015 EL Summer Institute was held at Belmont University on June 22-25. Keynote speakers included Dr. Jim Cummins and Dr. Lily Wong Fillmore.

** Originally published in the Institute program book.



March 17-19, 2016

2016 Conference Chat

The 2016 TNTESOL Conference Committee has been working hard for you to prepare an exciting and informative educational experience. The focus of the upcoming conference will be RTI² or as we like to call it, “Responding Together to Ignite and Inspire”. Mike Mattos the Nationally renowned author of RTI and RTI² will be our keynote speaker. He is a wonderful speaker full of knowledge that most definitely will ignite and inspire one and all.

Now we all know that it is important to ignite and inspire within our professional careers so that we can educate the young creative minds of our students, but we must not forget to have fun. After a full day of igniting our minds with educational concepts and inspiring our desire to grow and create, we will end the day relaxing and reflecting as we come together to have fun.

Our theme will continue on into our Friday night event as we ignite friendships and inspire ideas. Our Friday night event will be held at Lanes, Trains, and Automobiles. We are going to eat, socialize, and play. Bowling, Laser Tag, and Karaoke will be the highlighted activities. All activities will focus on team building and most importantly having fun! We look forward to seeing in you in Murfreesboro, TN on March 17th through the 19th.



SAVE the DATE

TNTESOL 2016
Murfreesboro, Tennessee
March 17-19, 2016



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 Zoo Siab Txais Tos! **Добро пожаловать!**
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*The editorial committee of
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 would like to thank
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Attention All Tweeters

We would like to invite you to come out and Chat with us Tuesday evenings at 7pm CST. Abasi McKinzie (@mckah01) and Christine Tennyson (@CBTennyson) moderate our #tntesolchat

If you have not chatted on Twitter before or are not on Twitter, now is the perfect time to start. We are all learning how to create our own forum for learning and support. Just follow the hashtag #tntesolchat on Tuesday nights and you can gain new insight into teaching ELs. We are open to suggestions for topics. Email abasi.mck@gmail.com or smsteach12@gmail.com with suggestions. Hope to see you next Tuesday.

WIDA 2015 National Conference



Rutherford County Administrators and Teachers at **WIDA 2015**

The conference presentations are available online! Refer to <http://widaconference.us/past-conferences/2015/>

Ann H. Haley
Principal
John Colemon Elementary
Smyrna, TN

Jeff McCann
Principal
La Vergne Lake Elementary
LaVergne, TN

I got a couple of great, concrete ideas that I plan to implement at my school. The presenters provided a wealth of practical knowledge and strategies that will ultimately benefit our entire community.

Sessions that allowed participants to walk in the "shoes" of ESL students were eye opening. I have a whole new appreciation for their struggle and how to help.

Jenna Gibbons
ESL Teacher
Smyrna Elementary
Smyrna, TN

I really enjoyed the sessions that gave me strategies and materials such as Interactive Notebooks to use in my classroom.



TNTESOL BOARD MEMBER-AT-LARGE NOMINATION

Click [HERE](#) to go to the nomination form.

- Nominating a colleague or yourself is an easy process. First, read about the responsibilities of being a TNTESOL board member. Next, ensure that your nomination meets the criteria. Finally, fill out the online form by **December 31, 2015**.
- **Who is eligible?**

General Information

TNTESOL Board meetings are held quarterly or (4) times a year. Traditionally, board meetings take place in June, September, December, and March. The first three meetings are always hosted in Middle Tennessee. The fourth and last meeting is always hosted Thursday evening at the annual conference.

After all nominations have been received, a Slate of Nominees is published in our TNTESOL Newsletter Winter edition.

Although not required, we highly encourage the nominee's attendance at the annual meeting and conference where the voting takes place. Nominees are also allowed to and encouraged to campaign.

Presenting at the annual conference is an exceptional way for nominees to gain exposure. We highly encourage their participation. Nominees receive a nominee ribbon for their name tags for easy recognition as well.

What are the responsibilities?

Commitment of 3 years (March 2016- March 2019)

- Attendance at all Board meetings
- Active participation with events and on committees
- Membership recruitment in your region
- Gathering and disseminating information in your region
- One article submission to the TNTESOL Newsletter (Winter issue, before your three-year term ends)

Any paid member may be nominated.

- If you are not a member or if your nominee is not a member, he/she may become a member at the time of nomination to fulfill eligibility requirements.

What is needed and how do I make a nomination?

Before you begin, you will need:

- a biography of the nominee (not to exceed 500 words)
- a picture of the nominee to email as a jpeg: Tammy Harosky 1vicepresident@tntesol.org

How do I to submit a nomination?

Simply click on this [nomination link](#) to submit a nomination form.

- Google forms are automatically time-stamped. Nominations close at midnight on **December 31, 2015**.

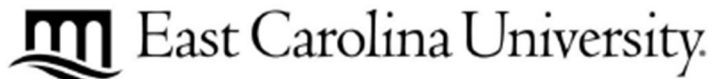
- Fill out all required fields. Incomplete applications will not be considered.

- You may type in the biography or cut and paste the biography from an email or word document.

The biography field will be preset to a limit of 500 words.

If you are self-nominating, you must still fill out the background information on the person making the nomination (self).

You will receive a confirmation email within 48 hours. Please feel free to contact Tammy Harosky at 1vicepresident@tntesol.org at anytime if you have questions or concerns about the status of the nomination.



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and Sciences
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Greenville, NC 27858-4353

252-328-6041 office
252-328-4889 fax
www.english.ecu.edu

Conference Invitation

Dear Colleagues,

We would like to inform you about the upcoming TALGS (TESOL/Applied Linguistic Graduate Students) conference on **February 13, 2016** hosted by East Carolina University. The conference will take place at the **Bate Building on the ECU campus in Greenville, NC**. Organized by the TESOL graduate students and faculty in the Department of English, TALGS aims to provide a serious yet relaxed environment for graduate students and professionals working in TESL/TEFL/FL and a variety of applied linguistics fields to present their work, to receive feedback, and to network. The TALGS Conference provides graduate students as well as TESOL and other Foreign Language professionals (including ESOL, TESL, EFL, ESL, TEFL, Spanish, French, German, DLI, etc.) a forum to showcase their research and successful teaching practices. TALGS is committed to bettering the educational experiences of language learners in the community by providing a comfortable environment where an interaction between theory/research and practice/teaching is possible.

This year's keynote speaker will be Dr. Luciana C. de Oliveira - associate professor from the Department of Teaching and Learning in the School of Education and Human Development at the University of Miami, Florida. Her research focuses on issues related to teaching English language learners (ELLs) at the K-12 level, including the role of language in learning the content areas and teacher education, advocacy and social justice. Currently, Dr. de Oliveira's research examines the linguistic challenges of the Common Core State Standards for ELLs and their implications for teachers of ELLs.

We encourage submissions from a variety of fields that can contribute to an understanding of language use, language teaching and/or language learning. We welcome cross-disciplinary proposal submissions. For instance, proposals with relevance to language learning from the fields of sociolinguistics, sociology, education, foreign languages, and psychology will be considered. Proposals grounded in action research (inside and outside the classroom), works in progress, and pilot research are also welcome. Presentation proposals can be submitted online at <http://www.ecu.edu/cs-cas/engl/talgs/proposals.cfm> or can be submitted by e-mail to talgs@ecu.edu. The deadline for submission is **November 5, 2015**. Conference pre-registration ends **January 15, 2016**. For more information please view East Carolina University's TALGS website: <http://www.ecu.edu/cs-cas/engl/talgs/current.cfm>

Please view the attached flyer for more information and, if possible, share this information with your colleagues.

Sincerely,

The TALGS team

ECU Graduate student organizers: talgs@ecu.edu
ECU Faculty sponsor, Mark Johnson: johnsonmark@ecu.edu

Continued from previous page

TALGS 2016 REGISTRATION

If you are interested in attending the conference, please fill out the registration form below, print it out, and send it to the address below. All attendees must register. Pre-registration is completed only when accompanied by a payment (sent to the address below) by the designated deadline. Pre-registration ends on **January 15**. Pre-registration payments postmarked January 15, 2016, will be accepted.

January 15, 2016

Pre-Registration Deadline

ECU Community: \$20.00

All other attendees: \$30.00

February 13, 2016

Registration at the Door

ECU Community: \$30.00

All other attendees: \$40.00

NOTE: Teachers will receive **Continuing Education Units (CEUs)** for attending TALGS.

REGISTRATION FORM

Name: _____

Affiliation: _____

Email: _____

Do you wish to be contacted about future conferences? Yes No

Telephone: _____

Proposal Submission (**deadline: November 5, 2015**): Yes No

Lunch Option Vegetarian: Yes No

Please mail your check or money order, payable to English Department, ECU to the following address:

Dr. Mark Johnson
Bate 2150
English Department
Mail Stop 555
East Carolina University
Greenville, NC 27858-4353

TNTESOL, or Tennessee Teachers to Speakers of Other Languages is an affiliate of TESOL International Association and SETESOL.



Why become a member of TNTESOL?

TNTESOL Newsletter

TNTESOL Journal

TEM Professional Rubric entry

Networking and collaboration with ESL peers across the state

Access to "Members Only" website and forum for WIDA Standards and Lesson Plans

TNTESOL Advocacy Representative in Washington, DC

Discounts on conferences

Jobs postings

TNTESOL is YOUR organization -- the place for TN teachers of ESL guided by teachers of ESL!

Be active! Be a voice! Be a member of TNTESOL today!!

Annual membership dues are just \$15.00!



Early Bird Registration



2016 TNTESOL Annual Meeting and Conference March 17-19, Murfreesboro

For a limited time, the Early Bird special offer includes a one-year new or renewal membership in TNTESOL plus the best rates on the full-package conference registration.

Visit www.tntesol.org to view details and register today!

Call for Papers

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

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

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



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

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

The next deadline for submission is December 15, 2015.

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

A poster for the TESOL 2016 International Convention & English Language Expo. The background is dark with a glowing, multi-colored sphere made of small dots. In the center of the sphere is a large, golden '50' with a globe as the zero. Below the '50' is the text 'Reflecting Forward 1966-2016'. At the top, it says 'TESOL 2016 International Convention & English Language Expo' and '5-8 APRIL 2016 • BALTIMORE, MARYLAND, USA'. At the bottom, it says 'SAVE THE DATE FOR UPCOMING CONVENTIONS' followed by a list of years and locations: '2017 SEATTLE, WASHINGTON, USA', '2018 CHICAGO, ILLINOIS, USA', and '2019 ATLANTA, GEORGIA, USA'. The TESOL logo and website 'www.tesolconvention.org' are at the very bottom.

TESOL 2016 International Convention & English Language Expo
5-8 APRIL 2016 • BALTIMORE, MARYLAND, USA

50
Reflecting Forward
1966-2016

SAVE THE DATE FOR UPCOMING CONVENTIONS

2017 SEATTLE, WASHINGTON, USA
2018 CHICAGO, ILLINOIS, USA
2019 ATLANTA, GEORGIA, USA

 **tesol** international association
www.tesolconvention.org

Save the Date
Annual Conference

TNTESOL

Murfreesboro
2016



March 17-19, 2016