



Summer-Fall 2017

Newsletter

Vol. 38, Issue 3



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Message from the President

Fall 2017

Hello Everyone,

My husband and I recently saw *All Saints*, a movie about an Anglican church in Smyrna, TN and some Karen refugees who arrived a few years ago. I teach in this area and knew some of the extras in the movie. I also know that since this story happened, the Karen have been working hard to continually improve their lives. As the movie exemplifies, the Karen, like most refugee groups, are fleeing a place where survival is the only existence and true living is not an option.

Like in the movie, we know our world has a refugee crisis. Some of these refugees seek to come to the United States to create a new life. There are many fleeing war and poverty. Many communities struggle but then find a way to support these people as they make the transition to a new life.

As an organization, one of our missions is to support teachers, communities, and organizations that serve refugees and other English learners. One way we do this is through a newly created grant called the Edie Barry Scholarship. It was created to help volunteer-led faith-based organizations like All Saints Church to help serve the needs of refugees and other people in search of English and other services. We have already awarded our first grant and hope to give out another soon. Please help us spread the word.

In organization news, our board is diligently working on our next conference to be held in September 2018. During the 2017-2018 school year, the different regions of Tennessee will host mini-conferences. Please look for further information in our newsletters and in emails. We hope you will continue to support the organization by attending the conferences in the area.

Looking forward to seeing you all soon!

Your president and servant,
Dr. Christine Tennyson

TNTESOL is your organization. Please get involved.

Communication



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

TennesseeESL@Yahogroups.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** —
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 1vicepresident@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 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

January 15, 2018
April 15, 2018
August 15, 2018

Issue

Winter 2018
Spring 2018
Summer/Fall 2018

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

Shelby County Schools Opens its First High School Program for Newcomers

Debra Frantz
ESL Instructional Advisor
Shelby County Schools

With approximately 250 students identified as possible candidates for a Newcomer Center, SCS began working diligently on a plan to open a high school program specifically designed to meet the needs of SLIFE students in the fall of 2016. "Actually, it's been a dream of ours since about 7 years ago," states Hannah Horch, NIC Advisor. Teams of district leaders began sketching out a plan which would allow students to enroll in 5 core classes and 2 electives in their first year in the U.S. Adhering to the theme, "Intentionally Intensive", year one includes 2 courses specific to learning English, with additional support in foundational skills, 1 Math course, 1 Newcomer Science course, and 1 ELD US Government and [History] course. Students may then choose 2 electives from courses available at Wooddale HS, the school within which the Newcomer International Center is located. With 5 ESL teachers, the NIC will be able to accommodate up to 90 students the first year. NIC administration came to speak to the SCS group of 274 ESL teachers during the District's August Learning Day to outline the referral process. While there are many logistical challenges to opening a Center such as this, the availability of such a program will be key in supporting our SLIFE population. By providing a solid foundation on which to build, the hope is that students will remain in school for their entire high school career and be better able to fulfill their desire to attend college, trade school, and/or support their families. A grand kickoff celebration to welcome families and community members was set for September 17th!

**SLIFE = Students with Limited or Interrupted Formal Education*

The TNTESOL Annual Conference
has been moved to the Fall semester.

There will be
smaller regional conferences during
the 2017-18 academic year.

The next TNTESOL Annual Conference
will be in Middle Tennessee
in September 2018.

TNTESOL Membership News:

If you usually renew your membership when you register for the annual conference using the Early-Bird option, we have great news for you! Your membership will be extended until the Early Bird registration opens for the next annual conference in September 2018. Please email our treasurer at treasurer@tntesol.org if you have any questions.

Thanks for being a member of
TNTESOL!

Editor's note: The *Message from the State* will return in our next issue. Meanwhile, here is an inspiring article about our State Representative.

A Tribute to Jan Lanier

Jason Groppe
Clarksville-Montgomery County Schools

From a boardroom high in the Andrew Jackson Tower, the view over the Bicentennial Mall and the Capitol is spectacular, but not nearly as fascinating as the person I had come to interview. I was first introduced to Jan Lanier about ten years ago; she and my mother worked in the same office at the Tennessee Department of Education. Little did I know that one day I would transition to teaching ESL and later be elected to serve two consecutive terms working alongside her on the TNTESOL board. Those who know Jan can tell you that while she is a humble and altruistic person who eagerly and patiently takes time to help anyone in need, she is also tenacious, not pulling any punches - a formidable presence when the well-being of our immigrant and ESL children is at stake.



I consider Jan somewhat of a mentor, and it has been an honor to have worked with her these past six years. Below I've included some portions of our interview to shed light on her persona in a more intimate way.

Jan Lanier, Tennessee's Director of EL and Migrant Programs started life as Frances Janette Davis. Her twin sister, Beatte Jeanne, died at birth leaving Jan to grow up as an only child. Born and raised in New Salem (Possum Trot), near Summertown in Lawrence County, she was raised in a tightly-knit, loving and supportive family.

Jason: Which family members had the most influence on you?

Jan: My grandmother instilled a lot of confidence and independence in me. Mother loved me unbelievably and supported me in everything, always. Daddy, who served in the military and retired when I was about to graduate high school, led me to believe I could do whatever I wanted to do - not bound by gender. My grandfather always said a man (or a woman) was only as good as his (or her) word. Growing up, my dream was to live in the city and go to work every day like my Aunt Mary Ann who got to wear hats and gloves as a legal secretary.

Jason: What past-times or activities did you enjoy most growing up?

Jan: I loved reading and math. Reading especially took me anywhere I wanted to go. I had a curiosity of the world and people, [and] a curiosity for languages which led to teaching high school ESL and refugees.

Jason: How did you meet your husband?

Jan: Tom and I met the first day of my second year at Belmont where we were in Speech class together, and we had our first date on September 20th, 1974. We married in 1977 and have two children, Lawrence and Elizabeth, both single, but we do have two grand-kitties.

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Jason: What accomplishments, experiences or honors have meant the most to you?

Jan: The President's Award from TNTESOL. That organization has meant so much to me professionally. I remember the TNTESOL gavel was always getting misplaced, turning up occasionally from year to year. When I received the award, there was that gavel attached to the plaque.

The TNTESOL President's Award was for service 2004-2006. The president for 2004-05 quit in the fall of that year unofficially and officially in the winter. So, I served for 2 years. I'm so glad that I had the opportunity to get to know so many before coming to the state.

Jason: What life experience was the most difficult?

Jan: The first was watching my Daddy go to Vietnam and watching the news. It was hard for me to understand. The second was when I had just picked up my son Lawrence from the daycare and a pickup truck hit us head on. The impact shattered my left femur. I was about ten weeks pregnant with Elizabeth at the time. The doctors thought I might not walk well if I ever came out of the wheelchair. After quite a few surgeries and therapy I was able to walk again, but my daughter Elizabeth was able to walk alone about a month before I did.

Jason: How have you dealt with difficulties such as this?

Jan: Prayers, tears of joy and sadness, and leaning on those who love me got me through.

Jason: What is your philosophy in life and what advice would you give our ESL teachers?

Jan: Live without regrets and do unto others as you would have them do unto you. For our teachers, find a way to love every child that you serve. They need that from you and you need the reciprocation from them.

Jason: What is your typical day like at the TDOE Office?

Jan: No such animal. I read some, write a lot, answer many emails, plan trainings, network with other state directors, monitor, and provide technical assistance to teachers across the state.

Jason: What is the greatest change you've seen in ESL in Tennessee over the years, and what goals do you have for the future of ESL across the state?

Jan: I like that ELs are less invisible and more on the map with strategic educational goals. I'm hopeful that our nation realizes that however these children came here, they deserve the freedom to grow and excel the same as others. ELs are resilient; we need to instill that in all our children.



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Jason: What things remain on your bucket list that you intend to accomplish?

Jan: Too busy to make a bucket list, or too optimistic!

Jason: How would you like to be remembered by friends, family and colleagues?

Jan: I hope they would say that I'm fair and try to be nice to everyone. I want them to know that I loved them and truly cared.

Jason: Lastly, if you could go back and change one thing in your life, what would it be, if anything?

Jan: I don't know. I have lots of days of, "If I had...," but whatever I did got me here with a solid husband of almost 40 years, a son and daughter that I love more than life, and a job that I look forward to going to every day. I enjoy my work family, my faith, my greyhound, my TNTESOL colleagues, my CCCSO and WIDA colleagues. Life has been good to a lonely little girl from Possum Trot!



Jan has, in some form or fashion, taught and directed ESL and migrant programs since 1979 in Middle Tennessee. She has served as a member of the WIDA Technology Committee, as President of TNTESOL, Chair and Co-Chair of the 1987 and 2004 Southeast TESOL Conferences respectively. Presently she serves as the state chair on the WIDA National EL Policy Sub-committee and ESL Research sub-committee, the Council of Chief State School Officers (CCSSO), EL State Collaborative for Assessment and Student Standards (EL SCASS), and Ad Hoc TNTESOL Executive Board. She has been actively presenting at TNTESOL, TESOL, SETESOL, and WIDA conferences since 1980.



2017 West Tennessee ESL Mini-Conference

was held on Saturday, November 4th, at Crockett County High School.

It was a special day of informational sessions.

Presenters included Jan Lanier and Joann Runion from the State, and Allison Smith, Crockett County Schools, NW Regional ESL Advisor.



Shelby County Schools ESL Summer School Visit to the Memphis Zoo

ESL Summer School Fun

Debra Frantz
ESL Instructional Advisor
Shelby County Schools

Shelby County Schools offered an ESL Summer School Enrichment Camp to 350 elementary students and 125 middle and high school students during the month of June. While incorporating foundational skills using Reading Horizons, and comprehension using the Cornerstones curriculum, the elementary camp also participated in two field trips.

The first field trip was to the Memphis Zoo. Students were able to learn about animals, use map skills, and engage in social language, all the while enjoying the beautiful weather of the day. One student, while taking a snack break, remarked, "I love the zoo! I have never been." Many children requested that they be able to use their own map, instead of sharing as a group. Teachers made sure that students were able to take a map home to review the animals that were seen.



The ESL Camp offered Music and P.E. classes each day, staffed 19 ESL teachers, and 5 Bilingual Mentors. The camp ended with a fabulous musical performance for parents and relatives, where children showcased what they learned!



Survival Tips for Your First TESOL Conference

Jennifer Meyer
Williamson County Schools

The International TESOL conference will take place March 27-30, 2018, in Chicago, Illinois. If you haven't already registered for this amazing experience, you still have time. The first time I attended the TESOL conference was in 2015 in Toronto, Canada. It was also my first time to attend a conference that had an attendance of over 6000 participants from around the world. The program guide is an inch thick. How do you decide what to participate in? Which sessions? Which activities? Where to stay? Where to eat? How to get around? And, most importantly for me, how to connect with other ESL professionals from around the world to network, collaborate and improve and inform my instruction back in my classroom at home?

The first hurdle is registering for the conference. It comes with a hefty price tag. Click here for a schedule of fees <http://www.tesol.org/convention-2018/register/registration-rates>. If you are currently a student, I recommend a student TESOL membership, which gets you a discounted registration fee. If you are not a student, I recommend getting a regular TESOL membership. It also gets you a discounted registration fee. You can always see if your district or employer has funding available for professional development. Click here for a link to TESOL's Justification Took Kit with tips on securing funding from your organization to attend the conference: <http://www.tesol.org/convention-2018/register/justification-toolkit>. TESOL does have a variety of grants available to help cover attendance costs, but those had an application deadline of November 1, 2017; you can find a link to those grants by using the above link for the Justification Toolkit.

After you get registered, you need to arrange for lodging. TESOL contracts with a variety of hotels near the convention location for discounted rates. If you want to book a room using the TESOL discount, you have to book through the TESOL website; and you can only reserve a room after you have registered for the conference. Click here for the link to TESOL's lodging page: <http://www.tesol.org/convention-2018/hotel-and-travel/hotel-rates-reservations>. My recommendation is to book accommodations as early as possible because they do not reserve 6000 rooms, and Chicago is a very popular destination, without taking the conference into consideration. Once you have registered for the conference and booked a room, you will have to decide how to get there. I recommend the cheapest way for your situation. Consider that parking in downtown Chicago can be very hefty, up to \$60/day, whether you have a room reservation or not. Chicago is a drivable destination, so I recommend a car pool to split gas and parking costs with co-travelers.

Once you arrive in Chicago and get situated in your hotel, head over to the conference center and get checked in as soon as possible. This process is very streamlined with self-serve kiosks, but be prepared to visit several desks to collect all the information available. Please keep in mind that all the people working at the various desks are volunteers. Sometimes the amount of information available is overwhelming and frustrating, so try to have patience with the volunteers. If you want a print copy of the conference program, you might have to pay for that when you complete your registration; otherwise, an online version will be available, including an app and several features for organizing your conference plans and social media options to network with other attendees.

After you get registered, sit down with your program, print or online, and prioritize what topics you are interested in and what sessions are available. Don't be surprised at the overwhelming number of sessions or the fact that they are all different lengths or in different locations, perhaps across the street or around the corner from

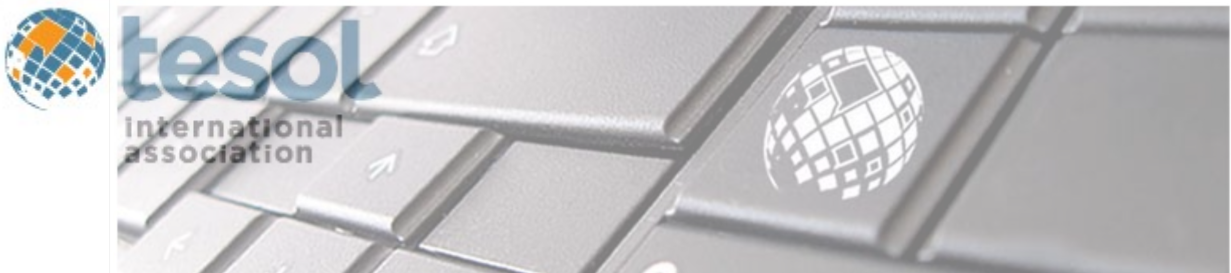
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the main conference center. Also, keep in mind the Electronic Village, which offers a variety of technology-related sessions <http://www.tesol.org/convention-2018/ticketed-events/electronic-village-technology-showcase>, and the Exhibition Hall, which has vendors and other booths with information about all things ESL. There is also a reception for Students and First-Time Attendees, click here for the link: <http://www.tesol.org/convention-2018/students-first-time-attendees>.

If you are interested in being more than just a passive observer, I recommend becoming a member of at least one Interest Section. The TESOL community is like the world, and it can be overwhelming to try and find an anchor in the big ocean. If you can find an Interest Section that reflects your professional interests, it gives you a smaller community to interact with and provide you with connections to the wide world of TESOL. Click here to see a list of Interest Sections: <https://www.tesol.org/connect/interest-sections>. I also highly recommend taking an active role in the Interest Section of your choice, which could involve serving on the steering committee, reading proposals, or even being an Interest Section leader. Being an active member of an Interest Section also gives you a group of like-minded professionals to collaborate and network with, not only at the conference but also throughout the year.

I will be attending TESOL in Chicago next March, so if you have any questions, please contact me at jennifer.meyer@wcs.edu. If you know you are going too, let me know and we can network together.



International Convention & English Language Expo

Future Dates, Locations, and Host Affiliates

[27-30 March 2018 Chicago, Illinois, USA, hosted by Illinois TESOL/BE \(ITBE\)](#)

[12-15 March 2019 Atlanta, Georgia, USA, hosted by Georgia TESOL \(GATESOL\)](#)

[31 March-3 April 2020 Denver, Colorado, USA, hosted by Colorado TESOL \(CoTESOL\)](#)

[23-26 March 2021 Houston, Texas, USA, hosted by Texas TESOL IV \(TexTESOLIV\)](#)

[22-25 March 2022 Pittsburgh, Pennsylvania, USA, hosted by Three Rivers TESOL](#)

[21-24 March 2023 Portland, Oregon, USA hosted by Oregon TESOL \(ORTESOL\)](#)

ESL News: Focus on Speaking

Andrea Bontempi
ESL Instructional Facilitator
Rutherford County Schools

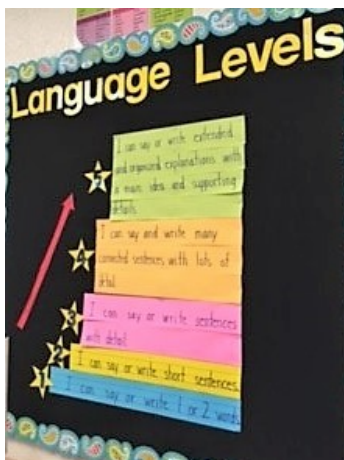
Every spring, English Learners take an assessment to measure growth in their English language development. The WIDA ACCESS score report provides scores (levels 1.0 to 6.0) in the domains of listening, reading, speaking, and writing. ELA and content area teachers understand teaching reading and writing skills, and it is obvious that newcomers need to learn to speak in English, but what does it mean to *teach speaking* to students who already speak English?

The WIDA rubrics (www.wida.us) provide specific descriptions of responses for each proficiency level. The student's response is analyzed in three areas or dimensions: word/phrase, sentence, and discourse. The word/phrase dimension considers vocabulary usage; the sentence dimension considers language forms and conventions; and the discourse dimension considers linguistic complexity.

At level 1, the expectation is for the student to produce a simple two-word phrase (a book). The expectation increases in rigor for each dimension so that by level 5, the expectation is a fully developed response with technical academic vocabulary, complex sentence structure, and cohesive supporting reasons or evidence from the original prompt.

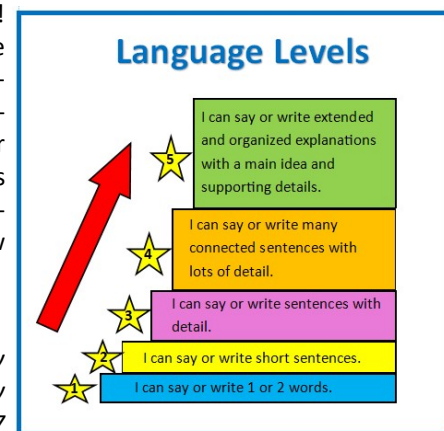
It is therefore understandable that English Learners require intentional strategic instruction in Speaking. Browns Chapel Elementary ESL teacher, Christina Majors, has taken this need seriously. She created a bulletin board (see photo) based on the speaking and writing rubrics. The students have been taught the language expectations for each level and in each dimension.

In a recent lesson, Ms. Majors modeled a level 5 response and every student in her small group had the opportunity to answer the question. Using her iPad, Ms. Majors recorded only the students' voices. Afterwards, the students listened to the recording, referred to the WIDA speaking rubric, scored themselves and each other, and discussed why a specific score was appropriate for the response by using the scoring criteria.



This metacognitive reflection is powerful! The students are being prepared for the WIDA ACCESS assessment as they develop higher order thinking skills by analyzing their responses and justifying their scores. They understand that the goal is Level 5, and with their teacher's intentional and strategic guidance, they know how to get there!

Editor's Note: This article was previously published in the Rutherford County Schools Instruction Department Fall 2017 Newsletter. Used with permission.



Valuable Talk-Time

Lindy Abbott
ESL Teacher

Improving oral language skills is one of the four main goals of the WIDA standards for all grade and competency levels for ESL students. While a student needs to be able to discuss academic topics, a necessary life skill is to be able to participate in informal social conversations. Of course, a teacher needs to be aware that students innately have varying personalities, which make conversation with others either more natural or more of a learned skill. My family teases with me and says I would talk to a lamppost or a tree even if it didn't talk back. I am a strong extrovert that seeks out conversation and that will attempt it with anyone. On the other hand, my nineteen-year-old daughter is a strong introvert that is terrified of impromptu face-to-face conversations. A teacher needs to keep this in mind when forming small groups and when establishing expectations for individual students.

One of my favorite parts of the day that I incorporated into class time was what I termed "talk-time." I would frequently say to the students, "Sit down and talk." I got this phrase because it was the opposite of what I so frequently heard teachers say as I passed doors in the hallway taking my students to and from our outside ESL portables. It is not unusual at all to hear a teacher say, "Sit down and be quiet" or "stop talking." So in a playful twist I would smile at my students and say, "Sit down and talk." At first they would just look at me like I was pulling a prank on them or being sarcastic. I had to tell them that I really wanted them to get into groups of two to three students, and talk to each other. Some days I would give them suggestions of what to talk about: share what you did this weekend, tell if you have brothers or sisters, discuss what kind of pet you have or if you don't have one, what would you like to have. Other times I would let them discuss whatever they wanted to share.

Often I would sit in one of the small circles and talk to the two or three students. I modeled conversation skills, asking questions and listening to responses, then following up with more questions to go deeper. These are such valuable learning times. Not only am I showing children how to communicate but I am also learning about my students. Many topics that were important to the students would arise. I loved learning more about my students and also having the opportunity to give them positive feedback.

Talk-time was also perfect for giving the students something very important to do while I was cueing up the video or finding the interactive vocabulary cards for this particular grade level to begin the lesson. Since our classes are back to back without any breaks, it is critical to have a few minutes to get everything in place for the lesson. Another reason I loved that I taught my student how to have talk-time is if another teacher stepped into my room and needed to speak to me, I could tell the students to engage in conversation but then I could also ask them to switch up groups very quickly and begin talking to a new group of people. This gave the students something very meaningful to do instead of simply sitting quietly and waiting for me.

Informal learning times can be as valuable, if not more so, than scripted formal lessons. "Talk-times" are student-led and can end up covering subject matter that a teacher would never introduce. During one of our talk-times, a student stated that her sister was "almost dead." I was startled by the statement and thought she might be mistaken in the words she was choosing. As I asked more questions, however, her explanation became more of a mystery. She stated that her sister died, but that she was still at home. It seemed to have been from an accident but as she tried to explain she started to cry. The precious students in the classroom began to move closer to her as a form of comfort. I told her I was so sorry and gave her a hug. In a short time, we moved on with the lesson for the day.

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After class I contacted our school counselor and explained the situation. I receive an email the next day after the school was able to learn details from the family that her sister was in a severely injured state after an accident. Therefore, it is easy to understand how for a young student using the best English she could to explain, to her it was like her sister was "almost dead." I was grateful that because of our "talk-times" the school was able to become aware of some of her family dynamics but also that she was able to have time to speak to our school counselor.

I share this example to stress the fact that our ESL students often come from suffering many trials in their very young life. Many of our students have family members who have struggled to come to America and who are working very hard to survive in our economy. One of the schools I worked in had almost all students who came from poverty. As their ESL teachers, we are one friendly adult face that they will consistently see that knows their life is not like all other students. We have the ability to be part of their support network.

"Talk-times" are developmentally appropriate for all ESL students at every age level and a potential part of meaningful oral language opportunities. Most students love to talk but our EL students need to be given time to talk in English. Many times, especially our older students will prefer to speak in their first language in casual, friendship conversations. Don't be surprised that you will have to smile and remind them to speak in English only during class-time if you give them "talk-time". Enjoy your time talking to your students, getting to know them, and giving them valuable minutes to practice English.

Lindy Abbott

Mrs. Abbott lives in Murfreesboro, TN with her husband of 33 years. She has been in education since 1992 when she began teaching kindergarten in Metro Davidson inner-city public schools. She was an honor graduate from MTSU in Early Childhood Education and took her ESL Endorsement classes at Lipscomb University. During the years of raising and homeschooling her children she taught in many tutorials and freelance wrote professionally for magazines and newsletters both online and printed. After two years of substitute teaching, she most recently taught ESL in Murfreesboro City Schools and Bedford County Schools.

Teaching with Primary Sources

January and February Workshops

- **January 19 (Milan)** - "Examining Tennessee's Story: Resources and Strategies for Social Studies" workshop at the Polk Clark School in partnership with the East Tennessee Historical Society from 9 a.m. to 3 p.m. To register, email Kira Duke at kira.duke@mtsu.edu.
- **February 15 (Murfreesboro)** - "The New Deal" workshop at the Heritage Center of Murfreesboro and Rutherford County from 9 a.m. to 3 p.m. To register, email Kira Duke at kira.duke@mtsu.edu.

www.mtsu.edu/tps

President's Award



This award is presented by the outgoing president of TNTESOL, Tammy Harosky. "The TNTESOL President's award for 2017 goes to Lee Ann Kelly. I have selected Ms. Kelly because during my time on the board, she has always been there to answer questions, provide support and encouragement. Ms. Kelly has a true passion for ESL which is evident in everything she does. She has been a wonderful mentor to many members of the TNTESOL board. In appreciation of all she does, the TNTESOL President's award for 2017 is presented to Ms. Lee Ann Kelly."

Lee Ann Kelly

2014-15 TNTESOL President

2017 President's Award Recipient

THE GIFT THAT KEEPS GIVING

Lee Ann Kelly

Words will never be enough to express my sincere appreciation for

being the TNTESOL 2017 Presidential Award recipient. TNTESOL provides me with a plethora of current and vital information, and the friendships and professional relationships are abundant. It is amazing that this organization focuses on students, parents, and communities, but most importantly it focuses on collaboration among professional educators. Ultimately, being a member of TNTESOL provides an abundance of knowledge and activities that increase our efforts as we continue to support the English Language Learner community.

During the 2016 closing ceremony, Byron Booker suggested that we reach out to an important educator that influenced our lives. He elaborated and asked us to thank them for helping make us the person we are today. As always, Byron delivered a truly inspirational speech. Although the individual that encouraged me the most wasn't in the field of education, I did take Byron's advice. I reached out to my former supervisor, Lisa D'Angelo. She encouraged me to enroll in college and continue my education, to never give up, and to constantly challenge myself. Believe it or not, she was quite surprised to hear from me after 30 years! But, she did appreciate my note of thanks and appreciation.

In closing, thank you TNTESOL for providing me with knowledge, but most importantly with lifelong friends and mentors.

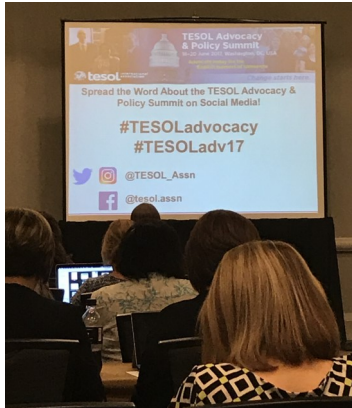
Lee Ann Kelly

TNTESOL 2017 Presidential Award Recipient



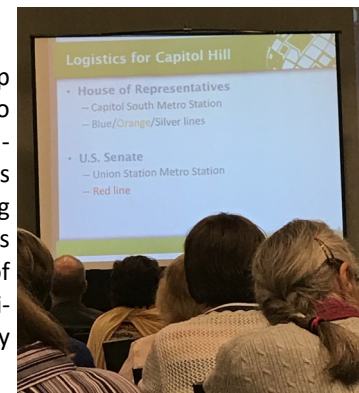
Advocacy Summit News

Abasi McKinzie
Shelby County Schools



This past June I was afforded the awesome opportunity of being a part of TESOL's Advocacy and Policy Summit in Washington, D.C. It was a truly enlightening and educational experience of learning the channels by which policy is influenced and created in regards to immigration and English Language services. Even though there have been some disheartening developments that have occurred in this area after the installment of the current administration, it was wonderful to know how to be empowered to affect change and how to empower others for that same purpose.

Before attending, I was tasked with setting up appointments to meet with the representatives to the Senate and House of Representatives for Tennessee. When I arrived on that Sunday morning, I and all the other attendees from varying states were briefed on how to most effectively utilize the meeting time that we had established. Additionally, we were informed on which issues



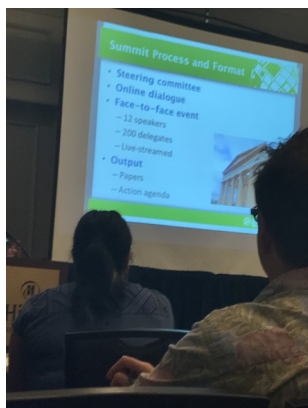
were the most pressing in terms of affecting our students and which policy initiatives might be the most likely to be influenced.

Language	Number of ELs
Spanish/Castilian	3,659,501
Chinese	97,117
Arabic	96,572
Vietnamese	75,529
Haitian/Haitian Creole	25,129

Some other TESOL members from Tennessee and I decided to team up and visit our Congressmen together, which made the experience even more impactful and fun as we were able to bounce ideas off each other and support each other. I was appreciative of being able to meet with the staffers of our two senators, Lamar Alexander and Bob Corker, who both were willing to listen to our concerns. They reassured me that the budget would not be passed as it was then

currently presented by the administration to slash and eliminate funding to Titles I, II and III. Overall, the staffers were a lot more open to ideas than I imagined they would be.

Afterwards, several of the attendees reconvened and discussed how their elected officials had made similar remarks. Additionally, one attendee even reported how her Congressman, who is known for being a staunch oppo-



nent to immigration reform, was touched by the story she told him of one of her primary students losing his parents to an ICE raid. All in all, I thoroughly enjoyed myself and would love to have this experience again. Since then I have received further correspondence from our senators' offices and look forward to communicating with them throughout the year.



TNTESOL wants to hear from you!

Share your thoughts, experiences, and inspirations with TNTESOL members

Please send your articles, photos, anecdotes, etc. to newsletter@tntesol.org

Save Time & Simplify Your ILP Process with iAutomation

Rutherford County Schools
English Language Learner Individualized Learning Plan

Search For

Student Info Returned - Minnie Mouse - State ID: 1111

Enter State ID: 1111

General Student Information

First - Middle Name	Last Name	Birth Date
Minnie	Mouse	02/07/2001
Ethnicity	Race	Gender
NH	A	F
School	Date Enrolled US	Native Language
Oak Ridge HS	02/01/2014	Spanish

iAutomation has worked with Rutherford County Schools on a solution for the new State ILP requirement. Instead of using paper, Word, or PDF files, save your ELL teachers hundreds of hours with our automated solution. Use your WIDA Access 2.0 score reports to auto-populate the ILP form!

Access Scores Recommendations Select Goals

Select Grade Cluster: 1st Grade

Select Grade Cluster, Then Options Below From Left To Right

Domain:	Key Use:	Skill Level:	By the end of the ELP Level, the EL can:
Speaking	Explain	2	Process Explanations by

Can Dos and Goals

- Classifying real-life objects according to their function based on oral directions
- Interpreting oral descriptions and matching them to illustrations

Once all options have been selected save, then repeat based on students needs.

Save Selected Goals NEXT

Enter Other - Notes

ID	Domain	Key Use	Skill Level	End Of ELP EL Can:	Can Dos and Goals
89	Listening	Argue	2	Process arguments by	Evaluating options to make personal choices from oral simple sentences

WIDA standard responses are built into the form. Make your selections and save each goal.

2015 And Above Test Results

Test Name	Test Year	Grade	Listening	Speaking	Reading	Writing	Comp	Oral	Lit	Overall
Access	2014-2015	5	3.4	2.2	3.4	3.6	3.1	2.3	3.2	3
Access	2015-2016	6	3.8	3.2	3.9	4	3.9	2.2	3.9	3.6
Access	2016-2017	7	4	3.8	4.1	4.3	4.6	2.9	4.2	4.2

Enter Additional Comments

NEXT

Enter State ID & Access scores are instantly retrieved



iAutomation
Intelligent Automation

Contact us for more details
www.iautomationtn.com
jibbitson@iautomationtn.com
 615-852-6516

Success Criteria in the ESL Classroom

Elizabeth Williams
 ESL Teacher, Smyrna Elementary School
 Rutherford County

Our ESL team at SES has been working on a Scope and Sequence that integrates our grade level scopes (created by classroom teachers) with WIDA Standards. We then created Success Criteria that go along with both the Language Arts focus of the grade level and also allow us to tie in our WIDA Standards. (The first quarter Kinder scope that we created is below.) The success criteria are pretty generic but can be made specific to whatever theme and Language Arts skill you are teaching.

This has been very helpful during week-to-week planning because we already have learning goals and success criteria created that are aligned to our standards.

Another strategy several of us use is integrating our success criteria into our Power Point lessons. Since we all teach many different grade levels, it is not necessarily practical to have posters of Success Criteria created (like our classroom teachers do). That would be a lot to keep up with.

Content/Themes Grade Level:	Success Criteria (Activity/Performance Indicators)	WIDA Standards	TN Literacy Standards
<p>Language Arts Focus: K.RL.IKI.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear.</p> <p>K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.</p> <p>K.FL.VA.7b.iii. Make real life connections between words and their use.</p>	<p>Learning Goal: I can describe what is happening in a story using the pictures.</p> <ol style="list-style-type: none"> 1. I can listen to a story. 2. I can look at the pictures. 3. I can name people in the pictures and tell what they are doing. 4. I can look at the pictures and tell what is happening. <p>Learning Goal: I can answer questions about details in a story/text.</p> <ol style="list-style-type: none"> 1. I can listen to a story. 2. I can use the words and pictures to answer questions about the story. 3. I can draw to describe people, places, things 	<p>Listening: KL1: Point, identify, follow one-step directions KL2: Categorize, draw *Match familiar pictures/objects to oral statements. *Match real life objects to illustrations about their use based on oral statements KL3: Identify, match • Follow two-step oral directions, one step at a time • Draw pictures in response to oral instructions Speaking: KS1: Identify people or objects in illustrated short stories • Repeat words, simple phrases • Answer yes/no questions about personal information • Name classroom and everyday objects KS2: Answer simple questions, restate and simple descriptions KS3: retell, answer content based questions</p>	<p>Reading: K.RL.KID.1 Reading Standards K.RL.KID.3 With prompting and support, orally identify characters, setting, and major events in a story K.RL.KID.7 With prompting and support, orally describe the relationship between illustrations and the story in which they appear K.RL.KID.7 With prompting and support, orally describe the relationship between illustrations and the text in which they appear K.LL.RR.KID.10 With prompting and support, read stories and poems of appropriate complexity for kindergarten K.LL.RR.KID.10 With prompting and support, read informational texts of appropriate complexity for kindergarten</p>

<p>Suggested Themes: S.K.1 Describe familiar people, places, things and events, with clarifying detail about a student's home, school, and community.</p> <p>SS.K.2 Summarize people and places referenced in picture books, stories, and real life situations with supporting detail.</p> <p>Kinder Themes: All About Me All About School My Home and Family Community Helpers Fall Pumpkins</p>	<p>Learning Goal: I can make connections between words and how we use them.</p> <ol style="list-style-type: none"> 1. I can listen to a story about ____. 2. I can name important key words about ____. 3. I can draw about my ____. 4. I can label or write about ____. 	<p>Reading: KR1: match, sound/symbol relationships KR2: Identify facts/characters, Match examples of the same form of print. • Distinguish between same and different forms of print (e.g., single letters and symbols) • Demonstrate concepts of print (e.g., left to right movement, beginning/end, or top/bottom of page) • Match labeled pictures to those in illustrated scenes KR3: • Use pictures to identify words • Classify visuals according to labels or icons (e.g., animals v. plants) • Demonstrate concepts of print (e.g., title, author, illustrator) • Sort labeled pictures by attribute (e.g., number, initial sound) Writing: KW1: Draw KW2: Connect oral language to print (e.g., language experience) • Reproduce letters, symbols, and numbers from models in context • Copy icons of familiar environmental print • Draw objects from models and label with letters KW3: Reproduce familiar words from labeled models or illustrations</p>	<p>Writing Standards: K.W.RW.10 With guidance and support from adults, engage routinely in writing activities to promote writing fluency and build writing stamina K.W.TIP.3 With prompting and support, use a combination of drawing, dictating, and/or writing to narrate a single event</p> <p>K.FL.VA.7b.iii. Make real life connections between words and their use.</p> <p>Speaking and Listening Standards: K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate kindergarten topics. K.SL.CC.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood K.SL.PK1.5 Add drawings or other visual displays of descriptions as desired to provide additional detail K.SL.PK1.6 With guidance and support, express thoughts, feelings, and ideas through speaking</p>
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We include our learning goals and success criteria for each grade level and lesson in the PowerPoint. It makes it very easy to have it displayed during the lesson and to review and check off our learning goals as lessons progress throughout the week.

Continued on page 19

Continued from page 18

Turn and Talk


What do you notice?
What do you wonder?



Turn and Talk

Put the stages in order.
Use sequencing words.

four empty boxes for sequencing words: first, next, then, last.



Learning Goal:
I can explain how living things grow and change.

I will know I have met the learning goal when:

- I can name the stages in a frog's life cycle.
- I can use words and pictures to sequence the life cycle of a frog.
- I can draw and write to sequence the life cycle of a frog.

Think Aloud


How does a frog change as it grows?

Let's Watch!



Let's Read!

How does a frog change as it grows?



Let's Sing!

Frog Vocabulary

	egg		egg
	tadpole		tadpole
	froglet		froglet
	frog		frog

I can name the stages of the frog's life cycle.

I can sequence the life cycle of a frog with words and pictures.

Partner Activity

- Cut out your frog pictures.
- Work with a partner to put the life cycle of your frog in the correct order.
- Talk about each picture with your partner. Use these words:
First, Next, Then, Last.

I can draw and write to sequence the life cycle of a frog.

Let's Write!

Frog Life Cycle


Name: _____

First: _____

Next: _____

Then: _____

Finally: _____





Learning Goal:
I can explain how living things grow and change.

I will know I have met the learning goal when:

- I can name the stages in a frog's life cycle.
- I can use words and pictures to sequence the life cycle of a frog.
- I can draw and write to sequence the life cycle of a frog.

Success Criteria Self Assessment

	1	I understand it!	I'm still learning.	I need more help.	
	2	I understand it!	I'm still learning.	I need more help.	
	3	I understand it!	I'm still learning.	I need more help.	



Success Criteria in the ESL Classroom

Rebecca Bragg Cogdal
ESL Teacher, LaVergne Primary School
Rutherford County

Here are two examples of how we use Success Criteria in our K-1 ESL classes.

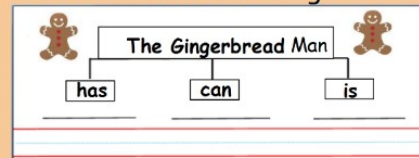
I can taste and describe a gingerbread cookie.



So I can explore using my 5 senses.



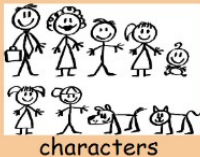
I am successful when I can describe and write using a tree map.



I can listen carefully to a story.



So I can identify the



characters



setting



problem



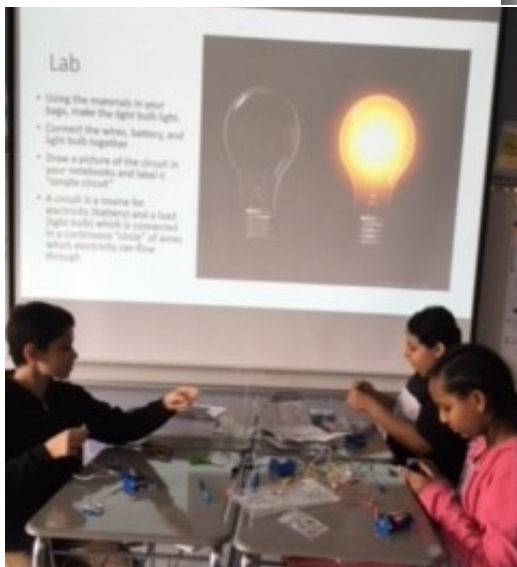
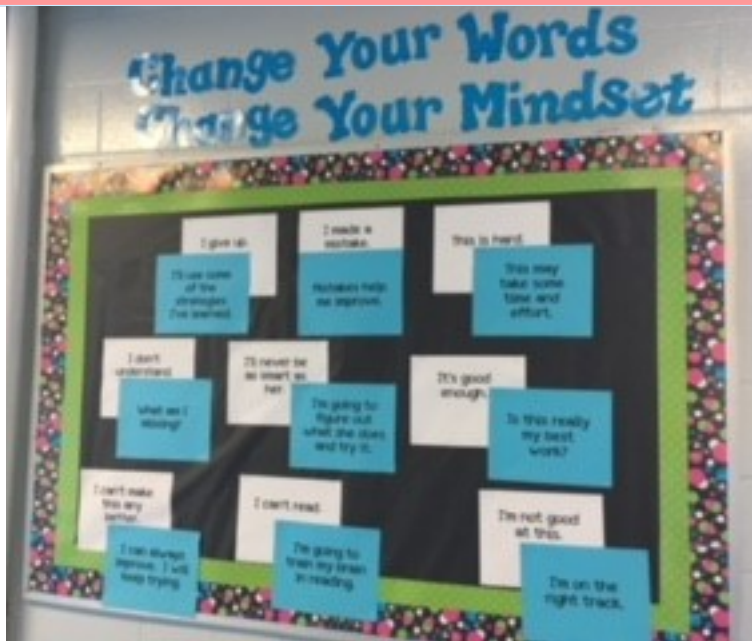
solution

I am successful when I can draw and write about the story.



Growth Mindset for Everyone

Change Your Words
Change Your Mindset
Bulletin Board
Smyrna Primary School,
Rutherford County, TN.



ELs in Brennan Boucher's Sheltered Science Class at Rocky Fork Middle School, Rutherford County, work on a lab experiment. The students remain engaged as they help the members in their group.



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.

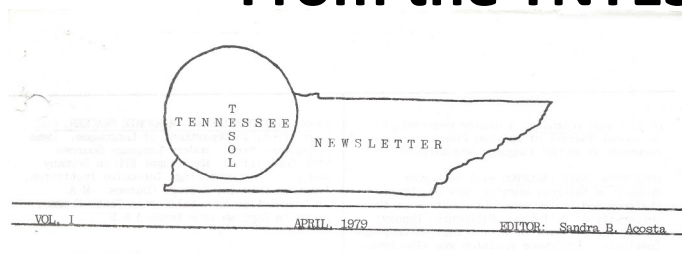
Using the link at www.tntesol.org, please submit your application.



SAVE the DATE
Middle TN ESL Mini Conference—April 21, 2018

Details coming soon!

From the TNTESOL Archives



TNTESOL was founded in the winter of 1979.

As we begin our 40th year, we look back at pages 1 and 2 of our first newsletter.

Pages 3 and 4 consist of a chart that shows the Intensive English Programs available in Tennessee at the time.

Page 5 is a registration form for the first TNTESOL Conference, May 4-5, 1979 at the University of Tennessee-Knoxville. Registration cost \$5.00 and the hotel rates were \$18.00 (single) and \$24.00 (double).

OFFICIAL! Welcome and Congratulations
From J. E. Alatis

On February 8, 1979, James E. Alatis, Executive Secretary of TESOL, confirmed the official affiliation of TENNESSEE TESOL with international TESOL as of January 25, 1979. He said that the organization's application was in perfect order: all officers members of TESOL; the affiliation fee of \$25.00 paid; at least 25 dues-paying members; and a constitution which he complimented as being well thought out and written. TENNESSEE TESOL affiliated in time to send an official representative to the Advisory Council at the Boston Convention and to attend the Affiliate Forum.

MEETING: Executive Committee of Tennessee TESOL, Nashville, February 3, 1979

Members present were Gillon, Swacker, Klein, Wilkins, and Acosta.

Secretary Wilkins reported that to date TENNESSEE TESOL has received thirty-three individual memberships and one institutional membership with the following breakdown:

- 10 UT-Martin
- 6 Metro Nashville Public Schools
- 5 Tennessee Tech
- 3 Memphis State University

and one each from UT-Knoxville, UT-Chattanooga, Belmont, TSU, Nashville Library, Castle Heights Space Institute, Hiwassee, and Christian Brothers College.

It was decided to include the membership list in the newsletter and to send the first issue of the newsletter to the list used for the constitution mailing. It is hoped that some persons who intended to join, but forgot, will be reminded to send in their money. The members are:

Fernando Acosta	Ruth Fay Kilgore
Sandra B. Acosta	Charles Gillon
Ivan Augsbarger	Marjorie Koe
Lynette Black	Kenneth Kintz
Carolyn Brown	Gema Klein
Michael Cantwell	Patricia Kunze
Teresa Dalle	Annie L. Lightner
Joan Eisterhold	Heather Nicely
Eston Evans	Marilyn Brinker

Leah Miller
Peggie Toplovich
Jeff Shearer
Genelle Malin
Elinor Gregor
Timothy Quain
Claudia Schauman
Bookie Stiles

Marjorie Swacker
Lucy E. Wadley
Harriet Wilkins
Gary Wilson
Evelyn Irving
David Viers
Sue Reynolds
Patti Webb

INSTITUTIONAL: George Peabody College For Teachers

TENNESSEE TESOL has a bank balance of \$155.30. The only expenditures have been \$25.00 for the affiliate application and \$4.70 for bank fees.

Second Vice-President Klein gave a report on the preliminary plans for the annual meeting to be held May 4 and 5 in Knoxville. After her report, the remainder of the executive committee meeting was devoted to helping Gema with suggestions and guidelines in her further planning for the meeting. Information regarding the meeting was then to be worked out by her and submitted for publication in the newsletter.

TENNESSEE TESOL FIRST ANNUAL CONFERENCE
May 4, 5, 1979, Knoxville

REGISTRATION: 12:00-3:00 p.m.
University Center 226, 227

PROGRAM HIGHLIGHTS

H. DOUGLAS BROWN will be keynote speaker on Friday afternoon, May 4. He is First Vice-President of international TESOL and Director of the Division of English as a Second Language at the University of Illinois, Urbana, Illinois. From 1974 to 1976 Professor Brown was Acting Director of the English Language Institute at the University of Michigan. His major interest is second language acquisition and for the past eight years he has been the editor

OUR APPRECIATION TO THE ENGLISH DEPT. OF UTK FOR THE GRANT FROM THE BETTER ENGLISH FUND TO TENNESSEE TESOL

of language learning, a highly regarded professional journal of applied linguistics and research on second language acquisition.

CHRISTINA BRATT PAULSTON will be keynote speaker on Saturday morning, May 5. She is Chairman and Professor of Linguistics at the University of Pittsburgh, Pittsburgh, Pennsylvania, and Director of Pitt's English Language Institute. Professor Paulston was also President of international TESOL in 1976. Her major interests are socio-linguistics, language acquisition and applied linguistics. She has published in *Collected Papers on TESL and Bilingual Education* and *Working Papers on Bilingualism*, and her books include *Implications of Language Learning Theory for Language Planning and Procedures and Techniques in TESL* (with Mary Bruder).

Other participants include:

Marj Swacker, Acting First Vice-President, TN TESOL, Christian Brothers Col.

Lynette Black, Department of English Memphis State University

John Mathenia International Programs The University of TN, Martin

Dale Myers, Associate Professor, Dept. of English, Director, English Language Institute, The University of TN, at Knoxville

James Ward, English Language Institute The Univ. of TN, at Knoxville

At the business meeting, to be held on Friday, May 4, some of the agenda items are:

1. Confirmation/election of present officers for coming (first official) year
2. Election of additional members of the executive committee (three members-at-large)
3. Establishment of Committees: Membership Committee, Committee on Abstracts, etc.
4. A call for papers

As called for in the constitution, the slate of candidates for office with a short resume is to be presented to all members in good standing. Below is the slate:

PRESIDENT: CHARLES GILLON, UT MARTIN.
Academic Coordinator and English Instructor in the English Language section of International Programs. Lead teacher in the Intensive English Program. Held positions as ESL Specialist for the Choctaw Indians of Mississippi; high school ESL instructor; ESL teacher-trainer Peace Corps, Micronesia. M.A. English as a Foreign Language.

FIRST VICE-PRESIDENT: MARJORIE SWACKER, CBC
Asst. Prof. in Department of Languages. Owns consulting firm: Modern Language Sources (MSL) Consulting. Has taught ESL in Germany and U. S. A.; Tutoring, Intensive Institutes, Language Schools, College Courses. M.A. in Linguistics from California State Fresno; Ph.D. in English from Texas A & M.

SECOND VICE-PRESIDENT: GEMA KLEIN, UTK
Instructor in UTK's English Department and Coordinator of UTK's English Language Institute. Currently pursuing beginning doctoral studies. B. A. and M. A. in ESL from the University of Illinois at Champaign. Several years teaching experience at the university level and in intensive English institutes.

SECRETARY-TREASURER: HARRIET WILKINS, Nashville
Has taught ESL at L. S. U., Meharry Medical College, Metro Nashville Public Schools Adult Education Program. B. A. in English, College of Emporia, Emporia KS; M. A. in Linguistics LSU. Other study: Goethe Institute Johannes Gutenberg University, Mainz, Germany; University of Geneva. Presently, ESL teacher in the Metro Nashville Bilingual Program.

NEWSLETTER EDITOR: SANDRA BAKER ACOSTA, UTM
Instructor in the Intensive English Program at UTM. Faculty advisor for International Club. Previously taught French, Dept. of Modern Lang., UTM. Administered and taught at an English language school in Uruguay. AID in French & Spanish, the University of Alabama. Other study: McGill, Montreal, Canada, Sorbonne, Paris, France; UTK.

Registration/reservation information is on a sheet attached to the back of the newsletter.

INFORMATION OF INTENSIVE PROGRAMS IN TENNESSEE

Members of Tennessee TESOL requested a description of EFL programs (or related programs) in the state of Tennessee. The Newsletter Editor wished to provide this description and sent a questionnaire to many universities and colleges in the state. On the following pages is a chart of the information compiled from the returned questionnaires. It is suggested that not all schools responded. Among those is Bethel College (McKendree, TN) which does have a program.

To read the scanned pages clearly, use the electronic version of the newsletter found at www.tntesol.org and increase the size to 200%.

If you have been a member of TNTESOL for longer than 10 years, please send your reflections, memories, photos, etc. to newsletter@tntesol.org for inclusion in the 2018 issues of the newsletter. Thanks!

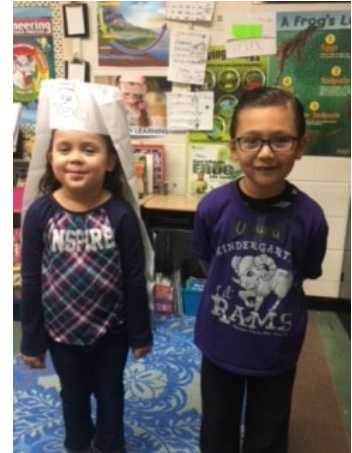
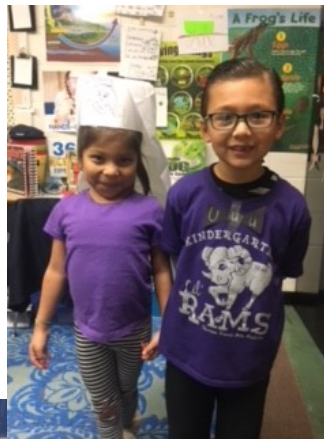
The Practitioner's Corner

Spotlight on the Elementary ELL Classroom

Rutherford County ESL teacher, Wendy Gurley brings language to life as her students make real connections to literature.

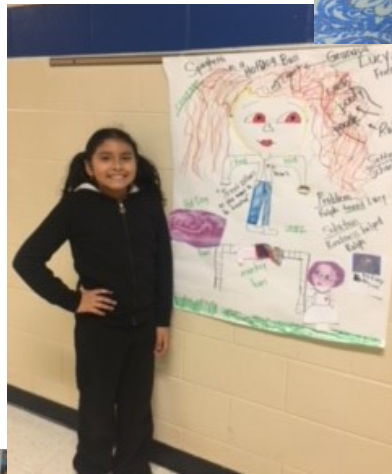


Stone Soup



Q and U were married and everyone ate cake to celebrate!

Spaghetti in a hotdog bun is yummy!



Run, run, run as fast as you can...
Gingerbread men!



Professional Learning Network

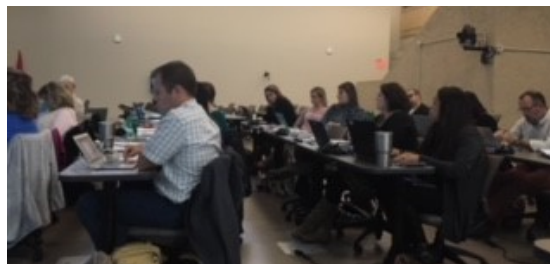
Christine Tennyson
TNTESOL President

Are you interested in connecting with other ESL teachers across the states and the world? Do you crave to read and interact with other professionals but don't have the time to travel, or do you teach in a small district where you are the lone ESL teacher? Connect with other teachers across our country and the world via Twitter. While our own TNTESOL twitter chat is on hiatus, you can participate in #ellchat Monday nights at 9:00 EST.

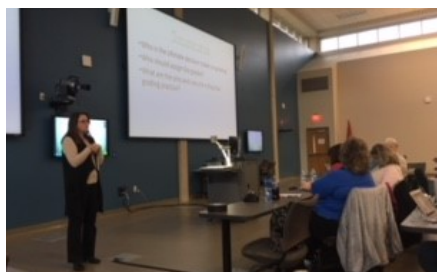
If you are interested in reading the latest books for teachers of ELs, you can follow #ellchat_bkclub. Follow @Topple_ELD and @TanELLclassroom for details. They began this group to connect across the world. I began this past summer reading and interacting with a wonderful group of professionals. During this brief time, we have studied three books. We have read *Boosting Achievement, No More Low Expectation for English Learners*, and *Unlocking English Learner's Potential: Strategies for Making Content Accessible*. Join us starting January 6th for our next book, *Talk Read, Talk Write*. Pick up a copy and follow this slow chat. You can also follow me, your current president, @cbtennyson. I love Twitter and the PLN I have made there.

ELL District Collaborative

The sixth meeting of the ELL District Collaborative at MTSU was held on Thursday, December 14, 2017 in the MTSU McWherter Learning Resources Center. This collaborative is a new initiative to bring together educators in Middle Tennessee who work with English Learners to pool our knowledge of best practices through sharing our ideas and successful experiences.



ELL coordinators, administrators, and teachers from Middle Tennessee districts spent the day working together in two sessions led by Rebecca Welch from Manchester City Schools.



Session 1, *Assessing newly arrived English Learners*: Educators are often faced with the challenge of assigning grades to students who are brand new to our country and may have little to zero English with which to communicate. In this session participants worked together to offer ideas and strategies for assigning grades to students in order to reduce everyone's frustration, and yet keep them encouraged to learn more each and every day they enter our classroom.

Session 2, *WIDA and Tennessee Standards*: This session focused on strategically using WIDA and TN standards within the classroom. The facilitator guided the discussion around strategies that are working, best practices, and ways to keep everyone motivated toward mastery.

The ELL District Collaborative at MTSU is hosted by Laura B. Clark, Ed.D., Interim Director, Center for Educational Media, and Faculty, Department of Educational Leadership, in the College of Education, Middle Tennessee State University.



WIDA™ | 2018 ANNUAL CONFERENCE

Save the Date

Schools and Communities Empowering One Another
October 23-26, 2018
Cobo Center, Detroit, Michigan

WIDA™ | 2018 ANNUAL CONFERENCE

We are now accepting proposals for the 2018 WIDA Annual Conference. Be sure to submit yours before the deadline of January 21, 2018.

Call for Proposals

WIDA Updates

The ACCESS window in Tennessee opens on February 20, 2018. Be sure you are certified to administer the assessment. Log in to www.wida.us and go through the Training Modules. Then pass the appropriate administration quizzes.

Is your district using the Key Uses Can Do Descriptor Charts? Write to us at newsletter@tntesol.org and tell us how. Please share your ideas and experiences with your colleagues!

ABOUT US STANDARDS & INSTRUCTION ASSESSMENT PROFESSIONAL LEARNING RESEARCH CONFERENCE CONSORTIUM

WIDA Screener

The WIDA Screener is an English language proficiency assessment given to incoming students in Grades 1–12 to assist educators with the identification of students as English language learners (ELLs). The purpose of this assessment is to help educators make decisions about whether a student is a candidate for English language support services.

As a flexible, on-demand language proficiency assessment, WIDA Screener can be administered at any time during the school year, depending on the needs of the district, school, teacher, or student.

The WIDA Screener is available as either a paper-based or online assessment. Both WIDA Screener Paper and WIDA Screener Online assess the four language domains of Listening, Speaking, Reading, and Writing.

Grade-Level Clusters



To learn more about WIDA Screener Paper and WIDA Screener Online, please select the relevant mode (Paper or Online).

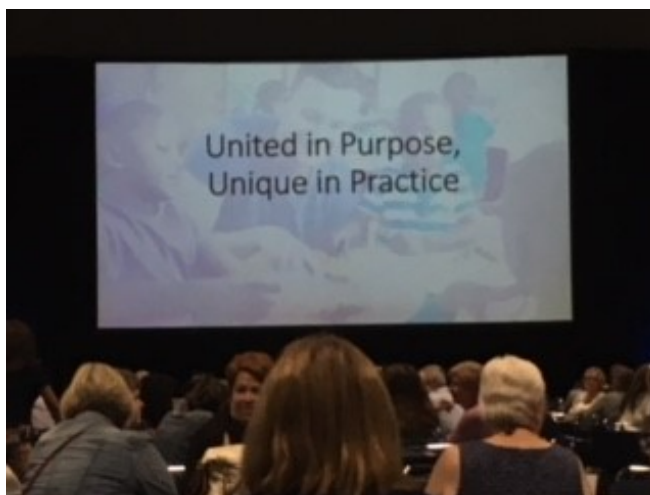
**WIDA Screener
Paper**

**WIDA Screener
Online**

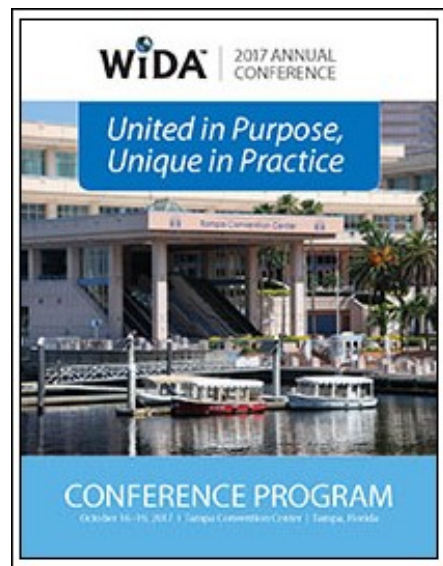
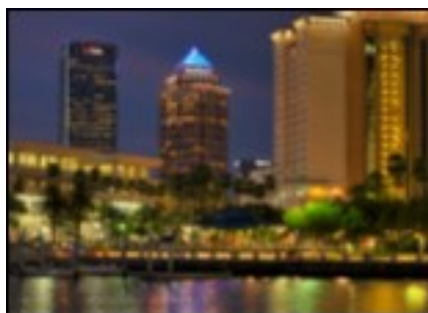


WIDA™ | 2017 ANNUAL CONFERENCE

Memories



*United in Purpose,
Unique in Practice*
October 16-19, 2017
Tampa Convention Center, Tampa, Florida



If you attended the WIDA 2017 Conference in Tampa, FL, please send your articles or reflections to newsletter@tntesol.org for inclusion in the next issue of this newsletter. Thank you!



Rotation of Southeast TESOL Conferences

Fall 2018 — The SETESOL Conference is cancelled because GATESOL will host the TESOL Convention in Spring 2019.

Fall 2019 — Sunshine TESOL

Fall 2020 — VATESOL

Fall 2021 — GATESOL

Fall 2022 — TNTESOL

Fall 2023 — Carolina TESOL

Fall 2024 — ARKTESOL

Fall 2025 — LATESOL

SETESOL Conference Memories



https://www.amtesol.org/setesol-2017

SETESOL Conference 2017



Transforming Lives Through Languages & Cultures

October 4-7, 2017

**Hyatt Regency Birmingham - The Wynfrey Hotel
Birmingham, Alabama**

Hosted by Alabama-Mississippi TESOL

On-site registration October 3rd-7th

Conference program book

[Conference flyer](#)

[Conference handout - full page](#)

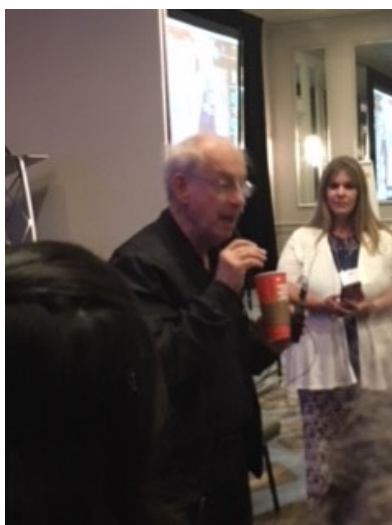
[Conference handout - half page](#)

Keynote speakers: [Stephen Krashen](#), [Rebecca Oxford](#), [Ofelia Garcia](#), [Paulette Patterson Dilworth](#), [Ester de Jong](#), [Amy Hewett-Olatunde](#), [Catherine Davies](#), [Tery Medina](#), [April Muchmore-Vokoun](#)

Right: Dr. Susan Spezzini, Associate Professor and Program Coordinator of ELL Education, University of Alabama at Birmingham, promoted the SETESOL Conference at the TNTESOL Conference in Memphis.



Below: Stephen Krashen, Keynote, answers questions after his presentation at SETESOL.



Our attendees have come from near and far

SOUTHEAST	OTHER STATES	INTERNATIONAL
Alabama - 622	California	Japan
Arkansas - 10	Illinois	Mexico
Florida - 31	Indiana	Nigeria
Georgia - 27	Massachusetts	Oman
Kentucky - 15	Maryland	Panama
Louisiana - 3	Michigan	South Korea
Mississippi - 97	Minnesota	
North Carolina - 5	New Jersey	
South Carolina - 2	New Mexico	
Tennessee - 55	New York	
Virginia - 12	Ohio	
	Pennsylvania	

Tennessee had 55 attendees!



Save the Date

TNTESOL Annual Conference

September 20-22, 2018
Cool Springs Marriott, Franklin, TN

*Would you like to advertise
in this newsletter?*

Send your jpeg or other user friendly document
to newsletter@tntesol.org

The ad sizes and prices are:
1/8 page - \$100/issue or \$250/year (3 issues)
¼ page - \$150/issue or \$400/year (3 issues)
½ page - \$250/issue or \$600/year (3 issues)
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treasurer@tntesol.org
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*The editorial committee of
TNTESOL
would like to thank
WAX Family Printing
for outstanding service.*

Call for Papers

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

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


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



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

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

The next deadline for submission is January 15, 2018

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

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

Networking and collaboration with ESL peers across the state

Access to "Members Only" website pages 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!



www.tntesol.org