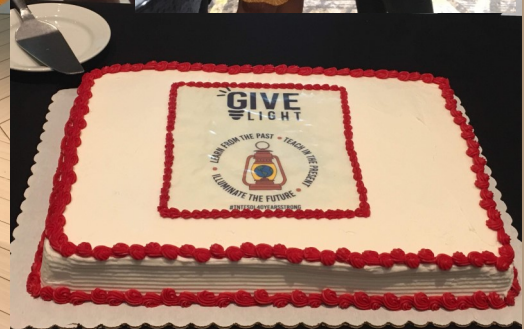
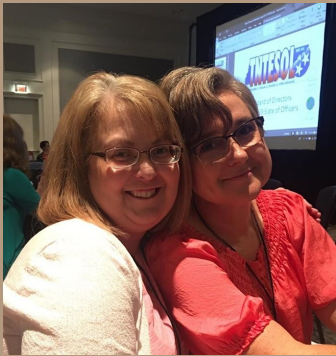




Fall 2018

Newsletter

Vol. 39, Issue 3



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2018-2019 TNTESOL Board of Directors

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Dayton City Schools

For information, email info@tntesol.org

Membership

Contact the Treasurer with your questions or concerns.

Advocacy Representative

Abasi McKinzie
Shelby County Schools

*Front Cover photo: 40th Anniversary Conference
Back Cover photo: Tennessee Sunset
Used with permission...Andrea Bontempi*

Message from the President

Fall 2018

Dear TNTESOL Members,

TNTESOL. Tennessee Teachers of English to Speakers of Other Languages. What is TNTESOL? It is an organization—a connected web of teachers, students, professors and professionals that represent numerous ethnicities, ideologies and demographic categories, collectively and individually—that has one central purpose: the successful instruction and educational advancement of English learners. Of course, to accomplish this goal entails and requires touching and incorporating other areas of people’s lives, such as family literacy, community involvement and advocacy. In the past few years, we have spoken of shining lights, building bridges and racing to be the best educators that we can be to see positive change in the lives of our students and colleagues. However, in order to truly produce positive outcomes in the lives of not just individuals but also communities, we must fully immerse ourselves in the work of educating not only our students but also ourselves. This education is not just an examination of the latest pedagogical theory or research but includes a focus on the relationships that we have with parents, community leaders and institutions that have both a positive and negative impact on those whom we are trying to serve. If we are able to reach out to connect with the people that have the greatest impact on our students, then perhaps we can influence them to make decisions that would positively impact their lives and futures. My focus during my tenure as president is bringing all parties to the table to discuss how we can take a holistic view of how to accomplish our central purpose.

Abasi McKinzie
TNTESOL President



Conference volunteers help participants register



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 info@tntesol.org



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

The **TNTESOL Newsletter** is published 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>
March 1, 2019	Winter 2019
August 1, 2019	Spring/Summer 2019
November 15, 2019	Fall 2019

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

Conference Reflections

Franklin Marriott Conference Center, Cool Springs — September 20 - 22, 2018

Preparing to host a TNTESOL Conference is equal parts rewarding and scary. Holding the actual conference is fully rewarding. Every effort contributed by every person on the Conference Committee was dedicated to making this the best conference experience for our attendees. Did we completely meet that goal? Not quite. (See [survey results here](#).) But, in all, we sense that people gained professionally from attending TNTESOL 2018 and that we hit several high points along the way. For example:

- ◇ This was the first time the TN Commissioner of Education opened the conference with welcoming remarks
- ◇ 89% overall satisfaction from attendees
- ◇ most attendees* at State Day
- ◇ most attendees* at main conference days

*Give Light: Learn from the past,
teach in the present, illuminate the future*

**Since 2013, the first year to track conference registration and attendance with the TNTESOL event planner.*

Of course, we had a few misses along with the hits: limitations of some breakout room seating for the number of people wanting to enter; not enough breakout sessions in the first hour; fewer education vendors than usual. We did what we could to alleviate some of these as quickly as possible: Dr. Keith Folse graciously agreed to move both of his workshops from the 80-person capacity room to the half-ballroom (seating 200+) which then allowed us to offer repeats of some popular sessions that were closed the first time; a sudden adjustment by the Marriott gave us four additional meeting rooms instead of moving people out to take apart the full ballroom. Vendors themselves reported great satisfaction with the traffic throughout hallway and exhibitor room displays.

Hearing from you has also been validating. Personal remarks at the conference, emails over the past couple of weeks, and comments in the open responses of the post-conference survey have all been informative, useful, and - for the most part - positive. (See [survey results here](#).) There were ten questions, but only those with quantifiable responses are summarized. (The others were open responses -- and we received several hundred individual comments!) Of the 502 surveys sent out, 208 people responded (41.4%) - not a bad return rate as far as non-mandatory surveys go.

Finally, an encouragement: Get involved with planning the conference when it comes to your region. People in east TN are ramping up for the next one in Gatlinburg (Park View Hotel, October 31 - November 2). The following year, the conference rotates back to middle TN, then to west TN in 2021. There are plenty of opportunities for you to pitch in for as much or little time as you can offer. Your conference planners will greatly appreciate it.

Thank you, again, to everyone who joined TNTESOL 2018. We enjoyed it and hope you did, too!

Joseph Whinery / Lee Kirkpatrick
Conference Co-Chairs

Committee Members: Amy, Amy Beth, Ann, Anne Marie, Ashley, Aundrea, Beth, Carolina, Cinamon, Cindy, Claudia, Claudia, Diana, Donna, Erin, Gigi, Janet, Jeanie, Jennifer, Jennifer, Jenny, Jessica, Kaitlyn, Karen, Kathleen, Kevin, Kirstin, Kristy, Laura, Lindsee, Lynn, Mallory, Maria, Mary Lou, Meghann, Michelle, Mystie, Paul, Sara, Sarah, Sarah, Susan, Tana, Tiffany, Tracey, Tracy

p.s. Got photos? Send them to newsletter@tntesol.org or conference@tntesol.org and we will make a photo gallery on the TNTESOL website.

OFFICE OF ENGLISH LANGUAGE PROGRAMS NEWSLETTER



Season's Greetings from the [U.S. Department of State's Office of English Language Programs!](#) It has been a wonderful year—we were able to connect with thousands of alumni, partners, and other stakeholders through numerous regional networking events. Traveling the breadth of the country from California to Massachusetts, from Utah to Tennessee, and many places in between, we saw firsthand the fabulous work our alumni are doing in their communities, and we met many new potential partners while sharing information about opportunities to work with us.

Fall 2018 Conference Travel Recap

It was a pleasure for members of our team to meet with you during our outreach visits across the United States. This fall, members of our office and our implementing partners at Georgetown University visited Tennessee, Georgia, Utah, Missouri, Ohio, Massachusetts, Michigan, Washington, New York, Texas, Colorado, Minnesota, Oregon, and California. It was truly informative for our office to learn more about programs and innovations happening at your institutions, and we'd like to thank you all for the warm welcome that we received across the country. If you would like to have us visit again, or if you do not see your state's name in our list here and would like to invite us during our next round of visits in Fall 2019, please email americanenglish@state.gov.

Looking Ahead to TESOL 2019 in Atlanta

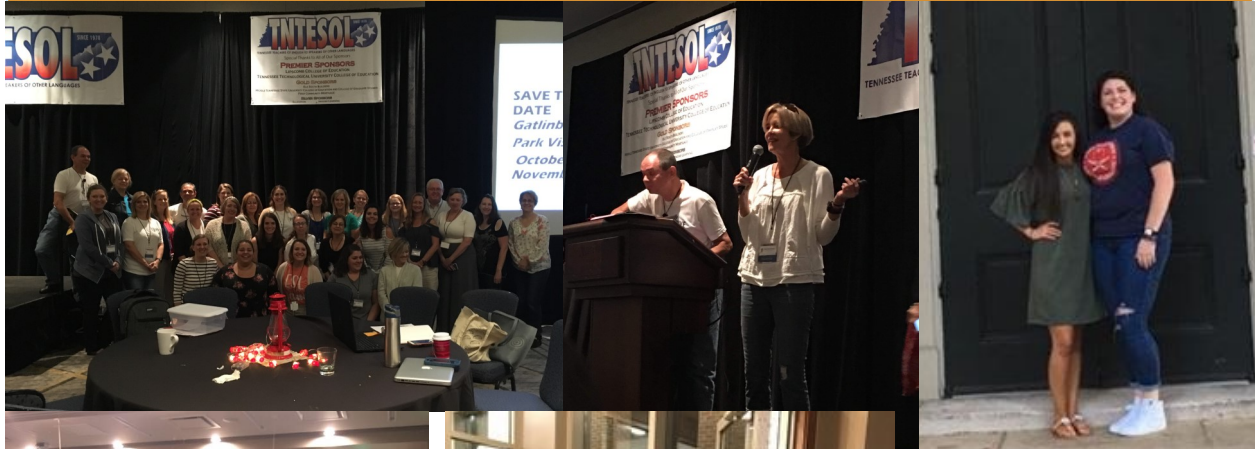
We'll be in Atlanta in March for the 2019 TESOL International Association Convention. This year, we'll be hosting numerous events before and during the convention to celebrate the 50th anniversary of the English Language Fellow Program. More information and details will follow in our February 2019 newsletter. In the meantime, if you or your colleagues are attending the conference and want to be kept in the loop about our planned events, please email americanenglish@state.gov. We look forward to seeing many of you there!

Announcing a professional development opportunity for STEM, ICT, and TESOL educators across the United States during summer 2019!

The [Fulbright Distinguished Awards in Teaching Short-Term Program for U.S. Teachers](#) (Fulbright DAST) provides an opportunity for outstanding K–12 teachers from the United States to take part in a two- to six-week professional development experience overseas during summer 2019.

Uzbekistan: An American TESOL specialist will conduct training workshops on modern and innovative TESOL teaching methods for Uzbek English language teaching practitioners.

APPLICATION DEADLINE for Cycle 1: JANUARY 25, 2019



**TNTESOL
Conference
Memories**



Welcome New TNTESOL Board Members



President:
Abasi McKinzie



1st Vice President:
Joseph Whinery



2nd Vice President:
Renee Tolliver Combs



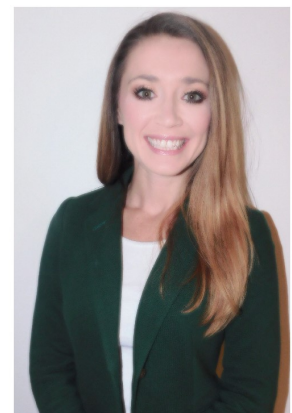
**West
Tennessee**
Dana Payne,
Shelby County
Schools



**Middle
Tennessee**
Hannah Gribble,
Warren County
Schools



**Becky Young,
Dayton City
School
East
Tennessee**



**Hannah Hopper,
Hamblen County
Schools**

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

*Tammy Harosky, Past President
Byron Booker, Parliamentarian
Barbara Finney
Angela Rood*

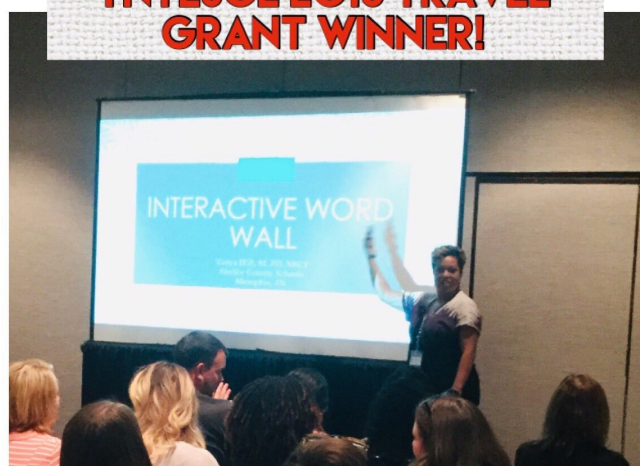
TNTESOL Annual Conference



Above: Dr. Christine Tennyson (right) presents the President's Award to Andrea Bontempi, (left)



TNTESOL 2018 TRAVEL GRANT WINNER!



The 2018 President's Award recipient is Andrea Bontempi, ESL Specialist, Rutherford County Schools. Andrea has served on the TNTESOL Board of Directors as the Newsletter Editor since 2013. She began her teaching career as an ESL teacher in New York in 1978 and moved to Tennessee with her family in 1999. She was a 2010 Teacher of the Year award recipient for Rutherford County Schools and earned an Ed. S. degree in Administration - School Leadership in 2012. We recognize Andrea for her dedication and service to our professional organization and the field of ESL.



Congratulations Travel Grant Winners

Tanya Hill—Using Interactive Word Walls to Increase Academic Vocabulary in ELLs (*overall winner*)

Sunita Watson—Bring Mentor Sentences to Light: Strengthen Grammar in Context

[And ? - If you won a travel grant at the 2018 TNTESOL Conference, please contact the editor at newsletter@tntesol.org]



Advocacy & Policy Summit 2018

Abasi McKinzie
TNTESOL Advocacy Representative

This summer was my second year attending the Advocacy & Policy Summit, and I can say that I truly appreciated being able to attend for a consecutive year. I had meetings with the same staffers as last year, which was a great boost to advocating for the “asks” of TESOL that would help all ELs across the country. Regardless of party affiliation, I have found that Tennessee politicians still want to hear from their constituents. Even though both of our senators are on the conservative side of the political spectrum, they are charged to represent all of the residents of Tennessee. Additionally, advocacy for English Learners is usually viewed as a more liberal agenda item; however, an issue that concerns our students—such as, adequate funding for Title III so that states, counties and school systems are able to hire teachers to fill instructional positions is not a red or blue issue.

The thing that I learned the most is that advocating at the national level is great, but contacting local politicians at home can be more effective. These local representatives at the state level address topics and bills that impact our students and families even more intimately than our federal senators and representatives. So, I am challenging everyone that is reading this article to contact our senators and your representative for the House at the national and state level. There are several issues that are of ultimate importance. One concern is Tennessee House Bill 2315, which concerns municipal governments and their response to federal immigration officials. TNTESOL is not dictating how to respond to this bill, but we do want to make sure that everyone is educated on what has passed and is set to be implemented January 1, 2019 because it has the possibility to affect the families of those that we teach.

Here is the link to the actual document: <http://www.capitol.tn.gov/Bills/110/Bill/HB2315.pdf>. Here is a link to a fairly impartial interpretation of what the document is saying: <https://www.colelawgroup.com/articles/2018/may/the-new-sanctuary-cities-law-in-tennessee-what-i/>

Letter to the Editor

I would like to take a moment to thank you for the honor and opportunity you gave me over the past three and a half years to serve as a member-at-large on the TNTESOL Board. I deeply regret not being able to attend the annual conference in Franklin, but I am certain that Joseph Whinery and his team did a fabulous job. Congratulations to the officers, members-at-large, and the members of TNTESOL on 40 amazing years of serving the English learners in our communities across the state of Tennessee and more. I wish TNTESOL many, many more years of success and impact in the field of ESOL!

I have been able to watch parts of the 40th Annual TNTESOL Conference online and it looked like everyone had a fabulous time of learning, presenting, sharing, and reconnecting. Thank you again, and best wishes to our new president, Dr. Abasi McKinzie!

Sincerely,
Barbara Finney



The Dreaded Observation

Barbara Hoeffler
ESL Teacher
Blackman Middle School
Rutherford County

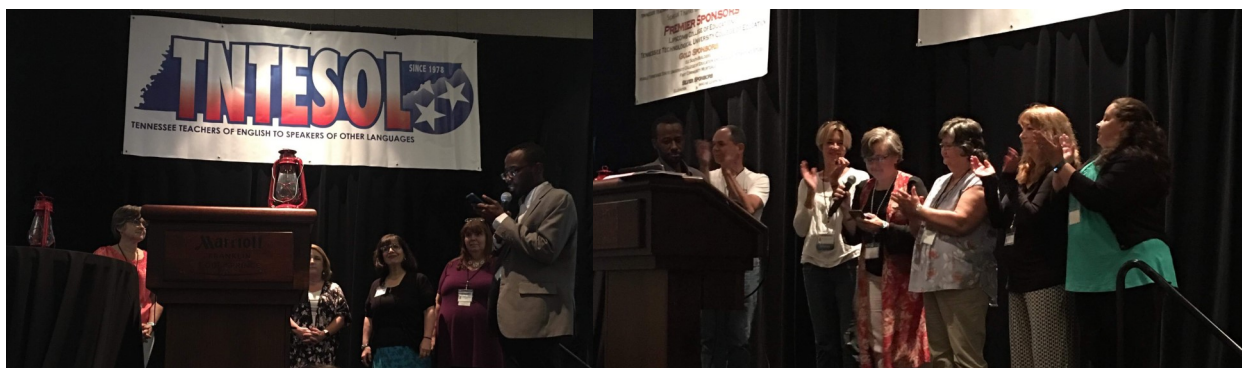
Here I was, focused on perfecting my teacher score and meeting every requirement on the observation rubric for my upcoming announced observation. I introduced a week-long unit about the historical significance of Thanksgiving to my middle school English language learners. I wanted the students to understand that the Pilgrims were people just like us, to learn about American history, to understand the American Thanksgiving tradition, to make connections to their own lives, and to write a paragraph; and, of course, I wanted to maintain perfect classroom management.

First, we read a paragraph about the reasons why the Pilgrims left England to come to America, then the students were to think of the reasons why their own families came to the U.S.A, and discuss as a group. . . long silence. Then, one by one, students told of churches getting bombed to shreds in Egypt, and people killed by gunfire in the streets. A student from Syria told about how he can't go back to visit his home country because now it is "just nothing there any more" and showed us pictures online of the rubble aftermath of bombings. One sixth grader from Venezuela told about cars getting bombed in the streets, and the dead body he saw lying near the sidewalk. His parents kept him home from school because it was too dangerous to venture outside. Students told stories that broke my heart of missing loved ones, and worries about family and friends left behind. I was glad that they, at least, were here now in our country, and I realized how blessed we are to live here, too.

**Students
told stories
that broke
my heart**

My observation score goals faded to nothing as I listened with an aching heart and resolved to love first, teach second.

Installation of TNTESOL Board Members



Diverse Beginning Year Activities

Lindy Abbott
ESL Teacher

Every school district, and even every school, has a very distinct microcosm of the variety of ELs in public education in America. The background and first language can change considerably in two schools in the same school system. Therefore, every ESL job is very specialized and requires a teacher that can adapt to the specific students in the class. It is hard to generalize a program or plan with a one-size-fits-all mentality. A teacher must assess the students she has and determine their unique needs.

In one school, I taught I had a significant Middle Eastern population of students. On the first week of school I let the children share about their Native country or the Native country of their parents or grandparents. We used a world map and I placed the student's name clustered in a group by grade level and then attached colorful DMC embroidery thread from the student's name to his or her family's country of origin. This worked perfectly in this school because I had students from Argentina, Egypt, Japan, Laos, Mexico, Pakistan, Puerto Rico, and Saudi Arabia. The map had lines of thread running all over. The children enjoyed going to this bulletin board throughout the year, during lessons that cover parts of the world and particularly when a new student enters the program as we place their name and string on the map.

However, doing this in another school I taught would have been meaningless. All of the children in our program were from Mexico, except one child from Guatemala. And most of the eighty-four children were born in America, so frequently if someone asked them where they were from they would say a city or state in America. Even if a discussion included talking about parent or grandparents' heritage they didn't desire to publicly identify with another Nation. Of course, this could be due to the sensitivity many Hispanics have to being concerned about having family members who have potentially arrived in the United States illegally. Most of the children are very quick to tell that they are born in America. As an ESL teacher to these precious children, I swiftly moved on to the next topic at hand, not wanting to make my students uncomfortable.

So you can see from these two different school examples one EL activity was very beneficial and cherished by the children in one school; however, the very same activity was meaningless and a sensitive topic. The bottom line is that an ESL teacher needs to know her students and be able to adjust plans depending on her students. An alternative activity to start off the year with the students in the all Hispanic EL population was to have the children create a paper quilt square or shield letting the students place something that is important to them in each section. Suggestions could be favorite food, hobbies, family, pets, and/or most enjoyed subjects. Of course, this could be done on a simple sheet of paper but it is always fun to begin the year in an exciting way with a special activity that could be placed on the wall before sending home.

After having the students write words and draw pictures about what they like the best, I called students one by one to come to the front and had their classmates say something positive or kind about them. This activity was both uplifting for the students but also helped me to learn the students' names

Continued on page 13

Continued from page 12

and some things about them. It is also a great way for new students to the school to learn about other EL students that usually have been in class together previously and it likewise gives new students a way to introduce themselves to the class.

Another ESL teacher did an interview activity for the first day of school. She placed 5 questions on the board and let students who did not know each other pair up. She read the questions for all and used visuals for younger grade levels. The students wrote answers from the other student on paper, and then were asked to introduce the student to the class using the paper they had written. When they spoke she encouraged them to use complete sentences. Some of the questions she used: what is your name, how old are you, who do you live with, how many siblings do you have, what kind of pet do you have, etc. She asked the older grade levels to come up with some of their own questions or to find out an interesting fact that no one would know.

I am always amazed by how much I learn about my students when I take the time to let them share.

This article suggests three activities to use for the beginning of a school year class. For teachers of EL students it is important that whatever activity we plan to use we realize that we may need a backup because not all activities work with different blends of EL students. An ESL teacher also has to be prepared for comments that share very sensitive, personal information because being in a small setting in the ESL class may be one of the first times in the school year the EL student feels comfortable to be vulnerable and share an painful fact about themselves. During one of my first classes of the year, a fourth grade student from Argentina was overwhelmed and began crying as he described the war torn neighborhood he experienced before he came to America. He also shared how he wished more children were outside to play with in his current neighborhood because he could never go outside in his homeland neighborhood.

I am always amazed by how much I learn about my students when I take the time to let them share and make a safe environment for them. However, I feel the enormous responsibility to make sure my students know that I validate the risk they took to open up by thanking them for sharing and by making certain to use body language to show I genuinely care. Sometimes simply joining in with the class circle or making continual eye contact when a student is talking is all it takes to communicate that you are interested in them as individuals. Even beginning year class activities can be an important learning experience and they can definitely set the standard for the quality of interaction that will come during the rest of the year in class.

Lindy 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.





**WEDNESDAY, FEBRUARY 13
10:00 AM - 5:00 PM
VANDERBILT UNIVERSITY**

"So trying to come
to America from
the wrong country
is a crime?"

Join CLAS as we learn about the culture, language, history, and global context of Haiti while highlighting *American Street*, the award-winning YA novel of Ibi Zoboi. This special Black History Month workshop will feature a public talk and a private discussion/Q&A with Zoboi, as well as a panel discussion with Zoboi and scholar, author and priest of Vodou Patrick Bellegarde-Smith. Other sessions will include a historical and cultural exploration of Haiti, and suggested classroom activities and related resources. Each participant will receive a copy of *American Street*. Upper middle school and high school teachers are particularly encouraged to attend.

Registration: \$10. Includes a copy of *American Street* by Ibi Zoboi, campus parking, coffee, and lunch. Register by February 4. Free for pre-service/student teachers.

LEARN MORE AND REGISTER
vanderbilt.edu/clas/americanstreet

Center for Latin
American Studies
VANDERBILT UNIVERSITY

Teaching Haiti and Immigration with *American Street*

Teaching with Primary Sources

Teaching with Primary Sources – MTSU will be offering a wide array of professional development throughout the state this semester. Here are just a few that we have coming up:

- **February 21 (Martin)** - "The Values of Democracy in Action: Teaching America's Social Movements" workshop from 9 a.m. to 3:30 p.m. at the University of Tennessee Martin University Center.
- **February 22 (Gallatin)** - "The Story of Tennessee" workshop from 9 a.m. to 3 p.m. at Volunteer State Community College with featured speaker: Dr. Carole Bucy.
- **March 9 (Clinton)** - "Beginnings of a Movement" workshop in partnership with East Tennessee Historical Society at the Green McAdoo Cultural Center from 9 a.m. to 3 p.m. ET. To register, email oakley@easttnhistory.org.

Our workshops are always free and address Tennessee curriculum standards. Please help us to get the word out by sharing with your colleagues. Our full schedule can be found at <http://library.mtsu.edu/tps/workshops.php>.

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



Middle Tennessee ELL Collaborative

Hello from MTSU College of Education, Center for Educational Media and Professional Development,

We're in our second year of the ELL District Collaborative @ MTSU. The ELL Collaborative is a new initiative developed here at the MTSU College of Education to offer professional development for educators who work with English Learners – ESL teachers, general education teachers, administrators, coordinators, directors in schools and districts in Tennessee. As of this month, **more than 100 educators from 37 school districts in Tennessee** have participated in the monthly meetings of the Collaborative. We schedule our monthly sessions to consider school schedules, holidays and testing. The ELL Collaborative:

- Is participant-driven, with educators identifying the topics of sessions based on their needs
- Is collaborative with participants serving as presenters to share strategies, materials, programs, technology that have been successful for them
- Is especially beneficial for districts with fewer resources and staff to support English Learners
- Promotes professional support networks and individual contacts across districts which is beneficial for districts with a small staff of ELL educators
- Offers multiple sessions throughout the school year to address topics and apply PD immediately in the classroom settings
- Is available at no charge to the participants (other than providing your own lunch that day!)

Topics - requested by participants - that we addressed last year include:

- ESSA for EL's
- Title III Procedures
- Progress Monitoring Tools for Language Proficiency
- SPED Procedures for EL's
- Grading for New EL's
- WIDA Standards

We do not hold ELL Collaborative sessions in Feb through April due to the WIDA and TNReady assessments. We will schedule one meeting in May, to be announced later.

We look forward to hosting the ELL Collaborative and supporting you in the coming year!

Laura B. Clark, Ed.D.
Director, Center for Educational Media
Faculty, Department of Educational Leadership
College of Education





2019 WIDA Annual Conference

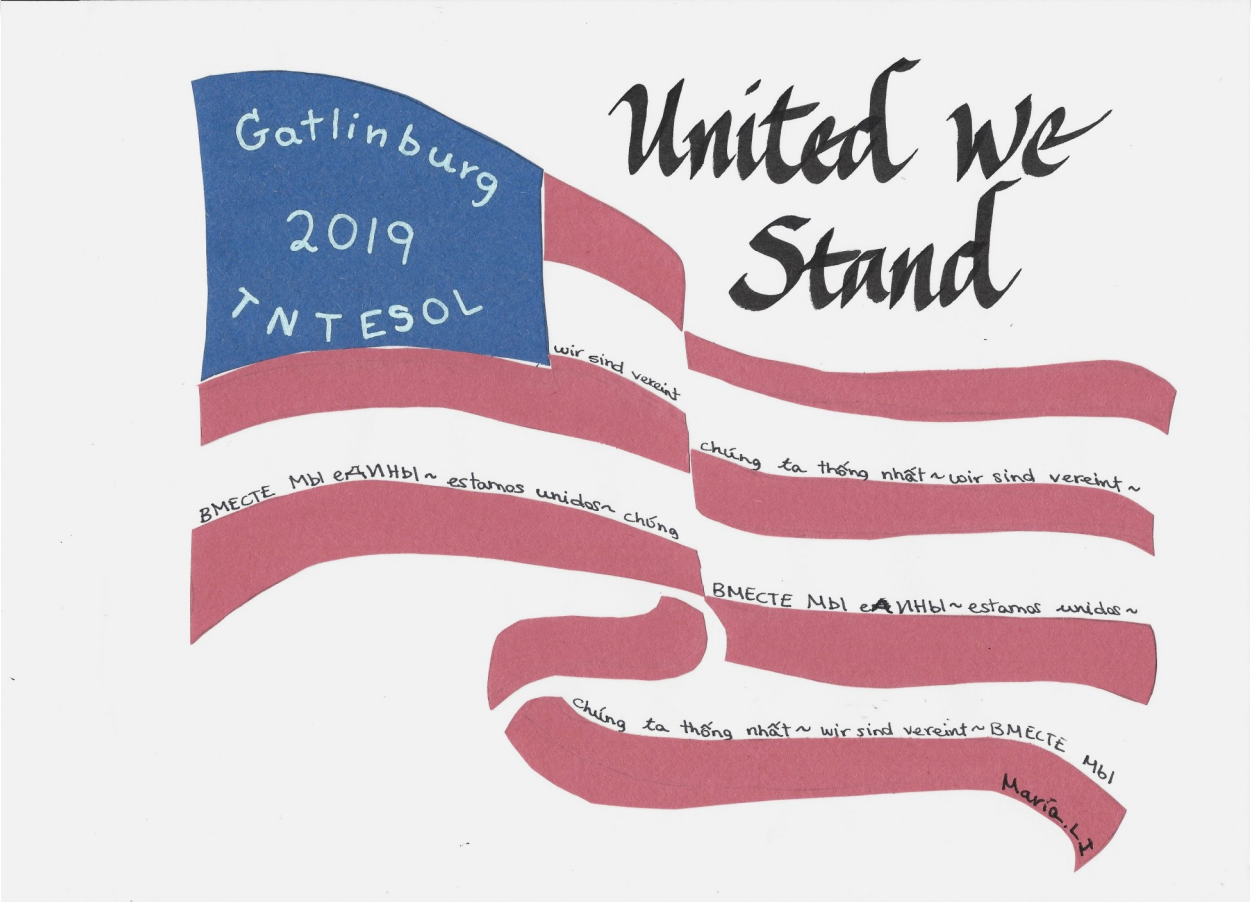
October 15 - 18, 2019

Rhode Island Convention Center in Providence, RI

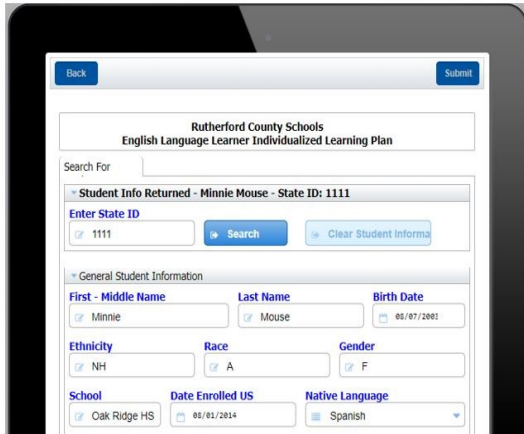


Teaching for Equity in a Multilingual World

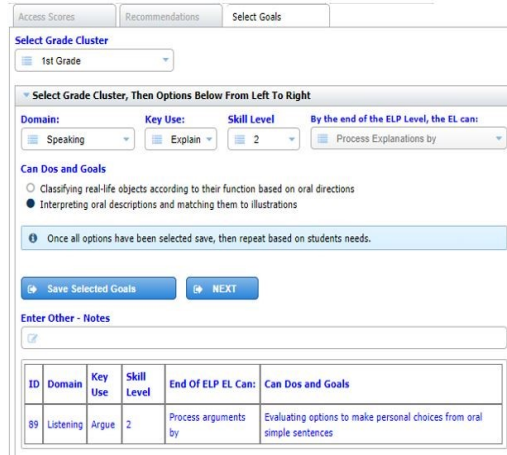
Save the Date Annual Conference



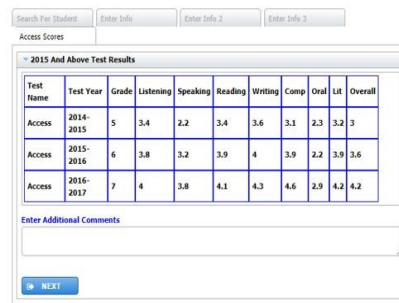
Save Time & Simplify Your ILP Process with iAutomation



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!



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



Enter State ID & Access scores are instantly retrieved



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



October 2018
 Detroit, MI

Christine Tennyson, Ed.D.
 ESL Title I Coach
 Rutherford County Schools

This is one of the best national conferences I have attended in a long time. I went to two sessions about teacher walkthroughs/student shadowing and can't wait to share with everyone. In addition, the Keynotes have been inspiring. This was money/time well spent.



Drs. Johnna Paraiso and Christine Tennyson represent TNTESOL.

Former TNTESOL president, Dr. L. Shelton greets attendees on behalf of Pure Michigan

TNTESOL Educators of the Year

East Tennessee

Gigi Santos, a graduate of Maryville College, has been an ESL teacher in the Blount County area for the last 15 years. She is currently in her 9th year with Blount County Schools. Not only does she teach classes K-12, but she serves as the Spanish translator/interpreter for the ESL program and beyond.

Her love for different cultures and languages is very evident. Gigi understands ELs in a special way because she was born in Brazil and has experienced the struggles second language learners go through first hand. Because of her deep love and connection with ELs, Gigi works tirelessly to build bridges of communication and understanding with the Hispanic community.

She participates/organizes workshops and adult classes, serves as an interpreter/translator and mediator with health care professionals and law enforcement, and functions as interpreter for surrounding school districts, creating a seamless transition for students who change schools. Students and the greater Hispanic community have greatly benefited from Gigi's advocacy at making their transition into American life.



West Tennessee

Elisa Bennett has been teaching with the Memphis City Schools/Shelby County Schools District for 23 years. For the past 6 years, she has served as a 5th grade ESL teacher at Berclair Elementary School.

Ms. Bennett was touched when a colleague nominated her for TNTESOL Teacher of the Year. She was thrilled when she learned that she had been awarded the West TN ESL Educator of the Year Award. "I am fortunate to work with a team of the strongest and most dedicated teachers at Berclair," Ms. Bennett said. "It is an honor to be able to support these students in their emotional and academic growth. I love seeing their confidence grow over time as they experience success."

Ms. Bennett has been a member of TNTESOL every year she has been an ESL teacher. She believes that it is essential that teachers support their professional organizations and become involved. Teaching is incredibly challenging these days and professional organizations support us and also give us a forum to support each other.

Ms. Bennett earned her MAT from The University of Memphis. She holds American Montessori certification as well as National Board certification. She is honored to be able to work with and support her extremely hard-working students each and every day.



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Middle Tennessee

Tracy M. Brown

It is a tremendous honor to have been recognized as the 2018 Middle Tennessee and overall TNTESOL Educator of the Year. I am fortunate to serve as the K-5



ESL teacher at Mount Juliet Elementary School in Wilson County. I earned my Bachelor's degree in Elementary Education from SUNY Fredonia, and my Master's degree in Reading from St. Bonaventure University. I have taught in Virginia, New York and Tennessee. I earned my English as a Second Language endorsement from the University of Tennessee at Chattanooga.

Throughout my 20+ teaching career, I have served on many literacy, writing, and team building committees. I have facilitated professional development for general education teachers K-5 in Wilson County on sheltered instruction and best strategies for teaching ELs. Teaching is a profession that cannot be done alone. Teachers need each other for support and encouragement. If it weren't for the relationships I have established with my colleagues throughout my teaching career, I would not be the educator I am today. I have learned so much from my peers, and that is why I continue to share and support the teachers I work with as much as I can.

I aim to be a visible resource to the general education teachers and my students. I believe we need to work together to ensure growth and success for every learner. Establishing a positive and professional relationship with my colleagues has allowed me to do what is best for our EL students. As students' needs change, I work with administration and teachers to provide instruction that promotes student success.

Over the past few years, our school has hosted Multicultural Nights. I initiated this event with help and collaboration from the related arts team, PTO, and general education teachers, which has allowed me to help my students showcase their culture. Community and school members were invited to attend Multicultural Night to "travel the world" learning about different countries and cultures of our EL students. Our EL families shared foods, games, clothing, music, and their customs. The event includes food trucks, presentations by our students, and performances by school and community members. Wilson County high school foreign language clubs also participate teaching our families new languages, games, and so much more! My county EL team hosted a district-wide multicultural night highlighting the diverse backgrounds of all students of Wilson County. I am proud to work with others to continue to celebrate our great diversity.

I teach an exercise/dance class (basic jazz, ballet, and hip hop routines) for my EL students after school. I want to provide students a chance to participate and be part of a team. In addition, I offer an after-school language club for students in intermediate grades with help from my colleagues. Together, we teach students basic Spanish, French, German, and Russian. Lessons include simple greetings, colors, foods, calendar, and family. I have taught Adult English classes for the families and community members of Wilson County. Witnessing first-hand how families and community members are taking an active role in their learning inspires me to become a better educator.

I believe teaching means educating the total child, both inside the classroom and out. I believe children should be provided a learning environment where they are given the opportunity and inspiration to become lifelong learners. I try to encourage my students to do their best, to learn from mistakes, and keep trying. At the end of the day, I just try to be the best teacher for my students. They are the reason I do what I do.

Gundi Ressin Memorial Scholarship

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

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

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

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

Criteria for Eligibility

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

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

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

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

Guidelines for Applying

Requested scholarship amount may not exceed \$400.

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

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

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

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



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

Webcasting at TNTESOL

Jennifer Meyer
ESL Teacher
Williamson County Schools

For years, TNTESOL has been looking for a way to make State Day sessions available to everyone in the state, even teachers and administrators who can not make the trip to the conference. In 2016, I started volunteering with TESOL International's Webcasting Team; and after a few short weeks of learning about their technology, I decided this might be exactly the solution TNTESOL was looking for. Webcasting is transmitting content in real time via audio or video so an online audience can watch live from anywhere there is internet access.

At the 2016 conference in Murfreesboro, we were able to offer webcasting of the State Day sessions, and several people around the state were able to tune in live to benefit from the wealth of knowledge presented that day. One person even joined us from the dentist office, where she was having an emergency procedure and couldn't be physically present at the conference that day. My TESOL colleague, Vance Stevens, was also able to join us live from the United Arab Emirates to help me with the streaming as this was my first solo webcasting attempt.

The following year in 2017 in Memphis, we not only were able to offer webcasting of State Day presenters, we were also able to offer a selection of break out sessions from a designated webcasting room. This year also saw the transition from one webcasting platform to another at TESOL. After 2017, the webcasting switched to YouTubeLive and a free software called OBS. This allows not only live viewing of the sessions, but also archives sessions for later viewing. Both types of technology are free to use, have virtually unlimited storage, and are universally accessible in most countries.

Up until this point, I had handled the TNTESOL webcasting on my own. However for 2018's conference, since Williamson County was co-hosting, and I was part of the organizing committee, I needed a team of volunteers to help make sure the webcasting continued. I reached out to colleagues in TNTESOL, as well as volunteers in Williamson County and Franklin Special Schools District and was delighted to have assembled a team of six volunteers: Johnna Paraiso (Rutherford County Schools), Claudia Quezada (Franklin Special School District), and Jeanie Dennis, Tiffany Wilson-Mobley, Shauna Wells, and Donna Hite from Williamson County Schools.. Most only received on-site training the day of the conference. Another benefit of using OBS and YouTube is the relative ease of implemen-



From L to R: Johnna Paraiso, Jennifer Meyer, Jeanie Dennis, Donna Hite, Claudia Quezada, Shauna Wells, and Tiffany Wilson-Mobley

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tation. Thanks to this team of volunteers, we were able to webcast State Day speakers live and, additionally, had a break out room designated as the webcasting room and were able to webcast a selection of break out sessions.

Hopefully the team will keep growing so we can continue to provide TNTESOL members and ESL educators and administrators around the state access to important updates and information that is provided at our annual conferences even if people cannot attend in person.

If you have any questions about webcasting or would be interested in either joining the TNTESOL webcasting team or the TESOL International webcasting team, please contact me. In the meantime, feel free to visit our YouTube Channels to watch archived sessions from past TESOL and TNTESOL conferences.

TESOL CALL-IS Technology Showcase

<https://www.youtube.com/channel/UChnWYx1ZGtHnzzpV5t98J4Q>

TNTESOL State Day Sessions

www.youtube.com/channel/UCI-WmxVA-GRHR658WREA87Q

TNTESOL General Sessions

<https://www.youtube.com/channel/UCyqhN2IkOEJGmNOT063TNtg>



Train the Trainer

Representatives from Rutherford and Wilson Counties recently visited the Center for Applied Linguistics in Washington, D.C. for a week long “Train the Trainer” for SIOP strategies. Both districts plan to share these strategies with ESL and content teachers.

“This was a phenomenal training. We cannot wait to share the components and strategies with our teachers in Wilson County. We know our teachers are already doing a great job meeting the needs of



our ELLs, and these strategies will equip teachers in adding additional supports to their instruction that will engage students and enhance language development and proficiency.” --Julie Harrison, Title III Coordinator, Wilson County Schools

Left: Julie Harrison, Christine Tennyson

Right: Kristina Danko, Christine Tennyson



TNTESOL Conference Memories



Tennessee Electronic Library

Free resources for Tennesseans

What is TEL?

The Tennessee Electronic Library (TEL) is an online library that gives Tennessee residents access to magazines, journals, newspapers, essays, e-books, primary source materials, test preparation, homework help, genealogy records, career search, and more! TEL resources are available free to the public from any computer with Internet access in Tennessee.



TEL
TENNESSEE ELECTRONIC LIBRARY
www.tntel.info



West Tennessee Mini-Conference
Friday, January 25, 2019
University of Memphis, University Center
Memphis, Tennessee
8:30am-9:00am Registration
9:00am-3pm Conference Sessions
Register Online at
<https://www.tntesol.org/>
\$20 Registration Fee

Join this professional gathering for an experience of informative sessions and interpersonal connections as we foster equity, literacy, and learning.
Light lunch & snacks provided.

*"in diversity there is beauty and there is strength...
diversity makes for a rich tapestry, and we must understand
that all the threads of that tapestry are equal in value."*
M. Angelou

West TN Mini-Conference

Date: Friday, January 25, 2019
Time: 8:30AM-9:00AM Registration, 9:00AM-3:00PM
Conference Sessions
Place: University of Memphis, University Center
Cost: \$20 for everyone

For ESL and General Education teachers
Speakers will be
Alice Faye Duncan, librarian and author
Mary Lou McCloskey, professor and author
Theme: Teaching Literacy Across the Curriculum: A
Spotlight on Language Objectives
Light lunch and snacks will be provided.

Metro Nashville Public Schools (MNPS) Office of English Learners is hosting the Spring TN TESOL Middle Tennessee Mini-Conference

Saturday, March 2, 2019 from 9:00-3:00.
Glenclyff High School
160 Antioch Pike
Nashville, TN 37211

We would love for you to share your expertise with other EL educators across Tennessee!
We encourage you to submit presentations related to how you are utilizing the 3 Core Actions with English learners in your classroom.

Core Action 1: Focus each lesson on a high-quality text (or multiple texts).

Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

Core Action 3: Students are responsible for doing the thinking in this classroom.

All presentations will be one hour in length. You will receive a certificate for your professional development portfolio for presenting at the conference.

WIDA Speaking Scores: Raising them Can Be Fun!

Dr. Johnna Paraiso
Rutherford County Schools

In October, I had the opportunity to attend the WIDA Conference in Detroit, Michigan. As I attended sessions and networked with other ESL professionals from around the country, a common theme regarding the WIDA Assessment began to emerge. Educators of English learners are very concerned about the speaking scores.

One session that I attended was dedicated solely to addressing concerns about this test. While questions about the validity and reliability of the speaking test were raised, one concern remained tantamount. Teachers and assessment personnel expressed concern that the test is artificial. Students are not comfortable speaking into a microphone.

While we cannot address every worry that teachers may have about the WIDA speaking test, I have found some resources to help students feel more comfortable using a microphone. The best part about these resources is that they are not drill and kill: They can be a lot of fun!

VoiceThread- VoiceThread is a collaborative multimedia platform. It costs \$15.00 a month or \$79.00 a year. You do a get a free trial. I have found Voice Thread to be helpful in uploading a slide or a short video and then having the students record their reactions to it. The students can listen to their classmates' recordings as well. <https://voicethread.com/>

Voki- Voki can be so fun! I have used a Voki on my teacher website. The students create a character and then animate that character. They give the character their own voice. This can be a great tool for learning! <https://www.voki.com/>

Vocaroo- Simple, free and very similar to the WIDA Speaking Test platform is Vocaroo. Students access the web site, make a recording and then have the option to listen to it. They can save their recording or they can do it over. An excellent option would be to have the students critique themselves or their classmates using a student-friendly version of the WIDA speaking rubric. Love this one! <https://vocaroo.com/>

SeeSaw- SeeSaw is an online student engagement tool, similar to a portfolio system. Teachers, students and parents all have access to the child's work. The student can record and save his or her voice soundtracks and analyze their own progress. SeeSaw is very versatile! There are many ways to integrate it into your classroom! <https://web.seesaw.me/>

FlipGrid- FlipGrid is so fun and useful! The teacher creates a board on a subject. Students then use a device to make a video recording of themselves talking about this subject and post the video to the board. The students have an opportunity to view each other's work, which can be a bit intimidating to some. Still a very good tool! <https://flipgrid.com/>

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Blabberize—Blabberize is a fun and crazy tool! I have used Blabberize in my classroom to help my students record a piece of writing that might otherwise be less than engaging. Blabberize offers the students a photo gallery or they can upload their own picture. Using the tool in Blabberize, students can easily animate the mouth of the subject in the photo, record the narration and save as a video. No student images appear on the screen- just the chosen photo with the student voice. My favorite example is when one of my 8th graders used Blabberize to read the Preamble to the Constitution. Not exciting reading. But he animated a llama to read the piece—Now THAT was fun!! <https://flipgrid.com/>

My Talking Pet- My Talking Pet is an app that is like Blabberize. The app is free and comes with a library of cute animals that the students can choose from., or they can upload their own image. The image does not have to be an animal, but that is what I used. Using the mouth animation tool in the app, students animate the mouth. They then record their voice. The image times the audio recording with the animation. They can then save the video clip. My favorite example was when we made a kitten sing the Baby Shark song!! (we were studying family relationships.) <http://wobamedia.info/>

There are other apps and programs out there that I am sure would be beneficial to our ELLs. The main idea is this: do not wait to get the students comfortable with recording and critiquing their voices. The WIDA speaking test is not going to go away. These tools that I have listed above can serve to lower the affective filter and help the students feel more confident in presenting a vocal example to be evaluated.

TNTESOL Conference Memories



Banking Lessons

Lillian Trivett
ESL Teacher
Cumberland County

Since becoming an ESL teacher, I have learned that it is necessary on occasion to bank some of my most well developed lesson plans. Usually, it is out of necessity because I missed an announcement at one of the three schools I serve; a field trip is suddenly rescheduled; or picture day experiences a time delay, and of course the monthly fire drill has to be taken into consideration from time to time. There have also been a few times when it was necessary to bank a lesson in order to take care of a more pressing situation. When these problems arise, I try not to become too perturbed. I know it comes with the territory. But, I cannot help being a little disappointed at times. However, my most recent lesson banking was not due to necessity, but because a more important lesson was being taught to me.

Nothing is more exciting to me as a teacher than when my students suddenly start to speak in multiple sentences. I have a few students who seldom speak in class voluntarily. Over the course of a school year, I spend hours encouraging them to speak and answer questions, so when they do open up, it is usually something very important. When this happens, these students have my full attention, and I am not going to stop them. It has been especially rewarding this year to watch two of my students who experienced a lengthy silent period begin to participate in class.

I have two students, sisters, who each have spent more than a year in the silent period. The older sister just began speaking in chunk sentences at the end of school last May, and her younger sister only said four words to me the whole year as well. I knew that there was a possibility that after two months at home with no English support, they might have to begin the process of speaking in English in a school setting all over again this year.

I began ESL instruction this year with an insect unit. We read books about insects, sorted little insect toys, and went outside to find different insects. I brought in an inch worm I found. We looked up what insect he would become when he changed, then we released him to continue his life cycle. We debated whether certain bugs were insects. We created a little insect book. I even brought in a little insect cage with a dead moth. A few days later, I found a dead butterfly and brought it to add to our collection. My students loved looking at them through our one magnifying glass. We concluded our insect unit with a lesson on crickets. We watched a weather video that proved that cricket chirping was an accurate indicator of the current temperature when applied to a certain formula. We listened to how they sounded and read a book about keeping a cricket as a pet for a while and then the cricket was humanely released. I was pleased with our unit, but I was ready to begin a new and exciting unit covering American symbols.

On the day we were to begin our new unit, I walked all of my students into our room as usual and was ready to introduce my students to American symbols, when my silent students began in unison to tell me they had brought a black cricket to school that they had found in a bathroom. It was in the older student's backpack--back in her room. Both sisters were talking as fast as they could. I could

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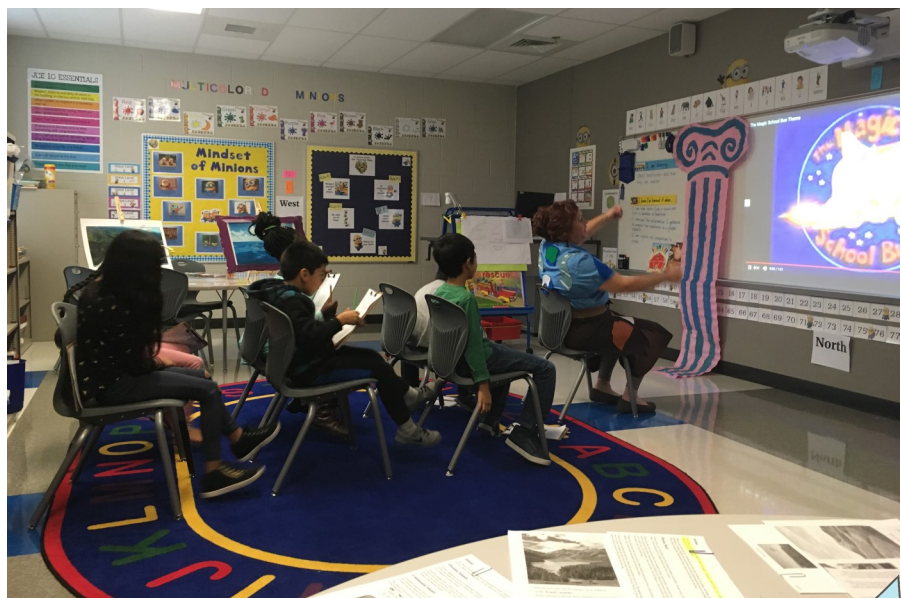
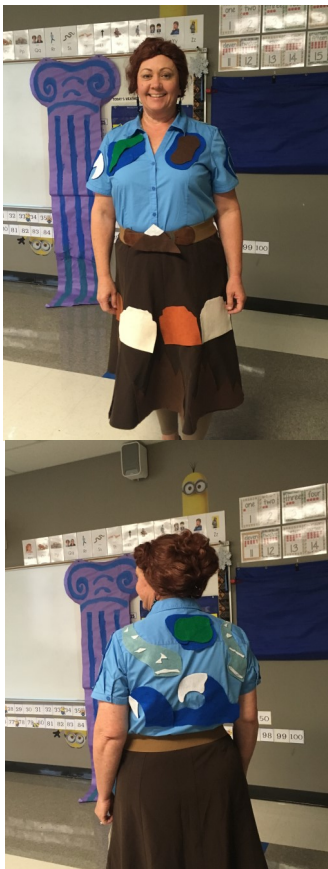
not believe my ears. They had been chunking a few more words together each week since school started, but nothing like this. I knew what I had to do. I had to bank that day's lesson and ask them to go get their prized, dead black cricket. They proudly returned with an empty water bottle and inside was a little dead black cricket. I thanked them for bringing me the cricket and with my eyes filled with tears, I proudly placed the cricket with our other poor misfortunate creatures. We began to pass the honored magnifying glass around to examine the new specimen and of course count its legs. The excitement was contagious, my other students began to plan what they were going to bring to class and tell me of the insects they had found at home. I do not if it was the book that talked about having a cricket as a pet that connected with them or the overall unit, but the conversation that was taking place at that moment in my room was music to my ears.



As I watched their smiling faces and listened to their "oohs" and "awes," I reminded myself that these were the items that no test would ever measure and no lesson was more important at that moment than the one they were giving me. Thus, the insect unit continued that day and the American symbols introduction was banked for another day.

Practitioner Inspiration

Becky Ketner, one of the ESL teachers at John Colemon Elementary School in Rutherford County, dresses up as Mr. Frizzle to take her ELs to the Louvre. Of course, they travel on the Magic School Bus!



What do Chip and Joanna Gaines and the Gundi Ressin Have in Common?

Tiffany Wilson-Mobley, NBCT
Williamson County Schools

Recently, I read Chip and Joanna Gaines' book, The Magnolia Story. Now, I am not a celebrity follower in any way (especially because I am *terrible* with names); however, I am a proponent of fixing up my home. I had hoped that by reading the Gaines's book, I would be inundated by this couple, their knowledge of shiplap, and all things creatively farm-fresh. But, instead of finding inspiration about what I should do to highlight my grandma's Hoosier cabinet in our dining room, I gained something different. The message of their book...or at least what I gleaned from it was....we must do what we want to do in this life. We must follow our dreams. We must wake up every morning happy about the day. And because the majority of our lives takes place during work hours, following this logic means we must love our work, too.

We must do what we want to do in this life. We must follow our dreams. We must wake up every morning happy about the day. And because the majority of our lives takes place during work hours, following this logic means we must love our work, too.

Easy! I'm a teacher. I love my job and my students. I *am* doing what I love. But was that always true? No, not necessarily. There was a time when I came to school ready and willing to teach, but not always confident about my materials or my teaching methods. Not a good feeling, and certainly not what I would categorize as living up to the Gaines's mantra of enjoying every day to the fullest.

Enter the Gundi Scholarship....and National Board Certification. In 2010, to combat this feeling of ineptitude and overall doubt about whether I was doing all I could for my students, I decided to follow one of my dreams to become Nationally Board Certified in Teaching English as a New Language. I went to a 2-day workshop that TEA offered and was ready to go. I knew how to begin....I was on my way. I was inspired! But, there were costs involved.

When my husband and I put together what we could afford toward the registration costs, I found myself a little short. A dear friend suggested I apply for the Gundi Ressin Memorial Scholarship offered by our very own, TNTESOL, so I did. I poured myself into the application, and I hoped my dream to become a NCBT ESL teacher would be one the Board felt was worthy. Lo and behold, it worked! I was awarded the Gundi and its financial award was applied to my NBCT costs. And because I was able to move forward thanks to the Gundi, I proceeded to work through some of the most rewarding individualized professional development in my life!! Trust me, after this process, I felt prepared and confident. Happiness at last at work! And it would not have been possible without the Gundi.

Why do I share this story? Because you, too, have a dream; I would bet on it. Utilize this fantastic opportunity to help you further your educational dreams to make sure your life, your students, and your careers are full of happiness. Visit www.tntesol.org and go to the Gundi Ressin link in the

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top right corner under Grants and Awards. The description is as follows...

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***

If this description speaks to you or something you are passionate about, take Chip and Joana's advice to love your job. Apply for the Gundi Ressin Memorial Scholarship today!!

Professional Development in Action



Above: Rutherford County leaders attend Imagine Learning Conference in Utah. Left to right: Nona Hall, ESL Coordinator, Felicia James, Smyrna Primary School Principal, Ann Haley, Elementary Coordinator, and Dr. Christine Tennyson, Title 1 ESL Coach

These amazing teachers are putting in the work at the Smyrna Elementary School ESL Academy! It's going to be a great 8 weeks! Thank you, Corey Mullins, for leading our training! —Amy Patton, Smyrna Elementary School Principal, Rutherford County

TNTESOL Conference Memories



Mother and Daughter, ESL teachers in Rutherford County, attend TNTESOL 2018

Rotation of Southeast TESOL Conferences

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

Fall 2019 — Sunshine TESOL, Florida (SSTESOL)

Fall 2020 — Virginia TESOL (VATESOL)

Fall 2021 — Georgia TESOL (GATESOL)

Fall 2022 — Tennessee TESOL (TNTESOL)

Fall 2023 — Carolina TESOL, North and South Carolina

Fall 2024 — Arkansas TESOL (ARKTESOL)

Fall 2025 — Louisiana TESOL (LATESOL)

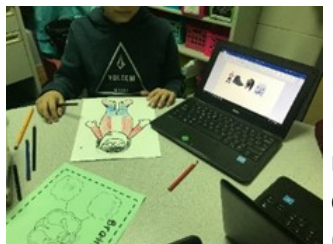
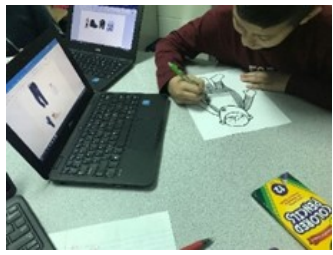
Fall 2026 — Kentucky TESOL (KYTESOL)

Fall 2027 — Alabama-Mississippi TESOL (AMTESOL)

The Practitioner's Corner

Christina Majors, M.Ed.
ESL Teacher
Stewarts Creek Elementary
Rutherford County

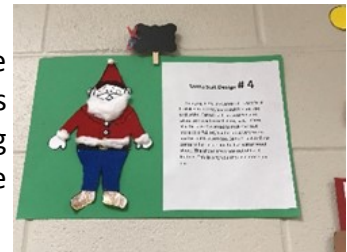
Santa's Makeover



My 5th graders were given a task to create a new "in style" suit for Santa this year. They are hard at work researching the latest fashions and are going to give Santa a new suit makeover.

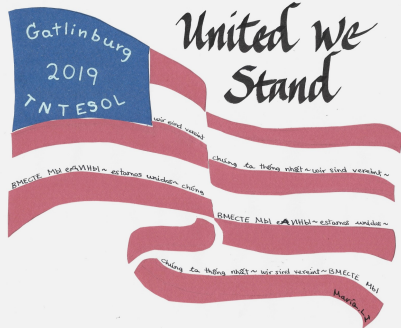
The next step is to use their research on the latest fashion to complete a rough draft design. They will end their project by using different materials to make a prototype of their suit and writing an opinion piece on why Mrs. Claus should choose their design for Santa's new suit.

Editor's Note: Project-based learning is research-based, relevant, and meaningful to students. It incorporates student-to-student interaction (cooperative learning), higher level thinking, and the use of all four language domains. The possibilities are endless!



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 the Date



TNTESOL Annual Conference

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

TESOL 2019
INTERNATIONAL CONVENTION
& ENGLISH LANGUAGE EXPO
ATLANTA, GEORGIA, USA | 12-15 March 2019

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Send your jpeg or other user friendly document
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The ad sizes and prices are:
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½ page - \$250/issue or \$600/year (3 issues)
Full page - \$400/issue or \$1000/year (3 issues)

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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 March 1, 2019

*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

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