



Winter –Spring 2019

Newsletter

Vol. 40, Issue 1



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For information, email info@tntesol.org

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Contact the Treasurer with your questions or concerns.

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Abasi McKinzie
Shelby County Schools

*Front Cover photo: Carlena Matthews
Back Cover photo: Carlena Matthews
Used with permission..*

Message from the President

Winter-Spring 2019

Dear TNTESOL Members,

As the school year winds down and spring blossoms into summer, most of us look forward to the lazy days of peace where we can rest, relax and enjoy ourselves. By all means, I definitely encourage you to take advantage of this time to recuperate from the year and to recharge your enthusiasm and purpose for teaching and working with children and students.

We are at a crucial time in education where many of our teachers are feeling overwhelmed and are experiencing burnout. Numerous experienced and knowledgeable teachers are leaving the profession and are not being replaced or are being filled with substitutes throughout the year. In the national trend of examining ACEs (Adverse Childhood Experiences) and the social emotional health of our students, it is also recognized that the mental and emotional well-being of teachers and caretakers is important, as well. If we are not socially and emotionally healthy with positive outlets for our stress and frustrations, it does not serve the students and families we teach and assist well.

This is even more salient with the populations that we serve. Some of our families and youth have endured great pains and challenges to have an opportunity for a better life that we sometimes take for granted. Many of us do not know what it is like to be in a situation ravaged by war and violence where one is constantly concerned for the safety of his or her own life in addition to the lives of their children. Our families need advocates and supporters that are well-equipped to work with them and for them—not just equipped in knowledge and information to give, but also fortified with emotional and mental strength to share.

So, I challenge you...to rest. Yes, we certainly want you to spend this time away from the classroom learning more strategies and engaging in the work of increasing your knowledge in the field. However, don't forget to take care of and love yourself, as well! That way, we'll all be ready when we gear up for the beginning of the next school term!

Abasi McKinzie
TNTESOL President

TNTESOL is your organization. Please get involved.

Communication



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



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

Follow TNTESOL on **Twitter** —

Chat with us ...

Abasi McKinzie (@mckah01) and

ChristineTennyson

(@CBTennyson)

#tntesolchat



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

Contact him at info@tntesol.org



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

The **TNTESOL Newsletter** is published 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>
August 1, 2019	Summer 2019
November 30, 2019	Fall 2019
February 15, 2020	Winter/Spring 2020

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



GLOBAL VOICES CONFERENCE



Reading and Writing in Our World

Participants learned about literacy in our world through a range of sessions around literacy in our world with a K-12 focus. This free conference was held at Lipscomb University on Saturday, April 13, 2019.

Lipscomb's College of Education hosted this conference with the following partners: Humphrey Scholars, Americas Award, Nashville Public Library, Parnassus, Middle TN Writing Project, MNPS, and TN DOE.

8:30-8:45 Registration & Light Breakfast and Welcome

8:45-9:15 Panel Discussion: Gifted Education and Multilingual Learners

9:20-10:10 Sessions on Gifted & Multilingual Learners & Culturally Responsive Instruction

10:15-11:00 Sessions on Current Children's and Adolescents' Literature in Our World

11:05-12:00 Sessions Writing & Multilingual Learners (K-12)

ELL Collaborative at MTSU

The fourth session of the 2018-19 **ELL Collaborative @ MTSU** was held on May 7, 2019, 9AM-3PM at MTSU's Center for Educational Media and Professional Development. These events are sponsored by the MTSU College of Education. District administrators and coordinators, ESL teachers and "Gen Ed" classroom teachers are always invited to attend. The focus of this Collaborative meeting was **Supporting "Gen Ed" Teachers Who Teach English Learners**. There was no registration fee. Sessions were recorded and will be placed in the professional development video archive of CEM/PD.

Collaborative Sessions on May 7:

Moving Toward a Co-Teaching Model—Presented by a team from Wilson County Schools: Julie Harrison (ESL/ELL Federal Projects Supervisor); ESL Teachers Tracy Brown, Dawn Adams and Tracy Thompson

Developing Sheltered Math Classes for ESL Students – Presented by a team from Smyrna High School in Rutherford County Schools: Collin Olson, ESL Teacher; Robert Drake, Math Teacher

Engaging Families from Diverse Backgrounds – Presented by a team from Murfreesboro City Schools: Luke Dickerson, ESL Teacher; Eusette Bravo, Family Engagement Liaison; Rana Dajani, Family Engagement Liaison

Incorporating Technology in ELL Instruction – Presented by Emily Reeves, ESL Teacher, Smyrna High School, Rutherford County Schools

I Have ACCESS Scores.....Now What? – Presented by Sandy McDonald, ESL Teacher, Black Fox Elementary School, Murfreesboro City Schools

News from the State

Excerpts from the Consolidated Planning and Monitoring Update

U.S. Department of Education English Learner Guidance

Contact: Jan.Lanier@tn.gov

Under section 3113(b)(2) of the Every Student Succeeds Act (ESSA), each state educational agency is required to establish and implement standardized statewide procedures for English learners (ELs) for entry and exit from EL status and language instruction educational programs (LIEPs). Last month, the U.S. Department of Education released an addendum to the non-regulatory guidance shared in 2016 . This addendum is intended to clarify the statutory requirements on standardized, statewide English learner entrance and exit procedures.

More resources related to English learners and Title III can be found on the U.S. Department of Education's [English Learners resource page](https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/englishlearners.html?mc_cid=5f13cfe17f&mc_eid=0b82e60643).—https://www2.ed.gov/about/offices/list/oese/oss/technicalassistance/englishlearners.html?mc_cid=5f13cfe17f&mc_eid=0b82e60643

Assessment Accommodations for English Learners

Assessment Contacts: Freddie.Myrick@tn.gov or Leslie.Hoffman@tn.gov

ESL Contacts: Jan.Lanier@tn.gov or Katie.Barncy@tn.gov

As announced in the [Commissioner's Update for Directors on Nov. 14](#), read-aloud is now an accommodation for all subjects. It is important to note that accommodations for English learners and transitional students used on summative assessments, such as read-aloud, should be part of the instructional practices used throughout the school year. It is never appropriate to provision accommodations that have not been provided in instruction throughout the school year for TNReady or other summative assessments, nor is it appropriate to assign a blanket set of accommodations to a group of students.

For students with a read-aloud accommodation, guidance requires that test administrators read the entire test to students. This form of read-aloud ensures consistent delivery of the

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read-aloud accommodation on state summative assessments which require standardized administration. English as a second language educators may decide that this read-aloud accommodation would be overwhelming for a student with limited English language proficiency. As English learners gain English proficiency, fewer accommodations may be needed to make the summative assessment accessible.

There will be clear guidance in each content area in the Test Administration Manual (TAM) that assists educators in reading certain items or symbols in the various content areas. District testing coordinators will be notified when the TAM is available and should share the document with appropriate parties at the district and school levels.

English Learner Family Toolkit

Contact: Jan.Lanier@tn.gov

The U.S. Department of Education and the Office of English Language Acquisition have released the first two chapters of the [English Learner Family Toolkit](https://ncela.ed.gov/family-toolkit?mc_cid=5f13cfe17f&mc_eid=0b82e60643)—https://ncela.ed.gov/family-toolkit?mc_cid=5f13cfe17f&mc_eid=0b82e60643. The toolkit provides information, tips, and resources that EL families may need as they prepare to enroll their children in public schools across the United States. The chapters are designed to assist families with navigating the U.S. school system by providing helpful questions they might ask teachers and school staff. The first two chapters are 1) Enrolling Your Child in School and 2) Attending Schools in the United States.

Updates to the Title III and English Learner Webpages

Contact: Katie.Barcy@tn.gov

The webpages for [English learners](https://www.tn.gov/education/student-support/english-learners.html?mc_cid=5f13cfe17f&mc_eid=0b82e60643) - https://www.tn.gov/education/student-support/english-learners.html?mc_cid=5f13cfe17f&mc_eid=0b82e60643 and [Title III](http://www.tn.gov/education/finance-and-monitoring/elementary-and-secondary-education-act-esea/essa-title-iii.html?mc_cid=5f13cfe17f&mc_eid=0b82e60643) - www.tn.gov/education/finance-and-monitoring/elementary-and-secondary-education-act-esea/essa-title-iii.html?mc_cid=5f13cfe17f&mc_eid=0b82e60643 were recently updated to include additional information, links, and resources. Please refer to these pages for information regarding support for English learners and Title III.





TENNESSEE HOLOCAUST COMMISSION (THC)

Thursday, January 15, 2019

FOR IMMEDIATE RELEASE

CONTACT: Danielle Kahane-Kaminsky
 TELEPHONE: 615-343-1171
 CEL: 615-499-0047
 FAX: 615-343-8355
 EMAIL: Danielle.kahane-kaminsky@vanderbilt.edu

Tennessee Holocaust Commission announces the winners of the 2019 Belz-Lipman Holocaust Educator Award

The Tennessee Holocaust Commission (THC) announced today the winners of the 2019 Belz-Lipman Holocaust Educator Award. The winners are:

- Megan Krupa, Dobyns-Bennett High School, Kingsport, TN
- Rachel Mattson, Hutchison School, Memphis, TN
- Mary McIntosh, Central Middle School, Memphis, TN
- Johnna Paraiso, Stewarts Creek High School and Holloway High School, Rutherford County, TN

These educators will receive a \$1500 scholarship which can be used to develop new curriculum, purchase resources and attend trainings that will help further engage their students in the study of the Holocaust. The award ceremony will take place on **Tuesday, April 9, 2019 at 10:30 a.m.** in the House Chambers of the State Capitol, as part of The Tennessee Holocaust Commission's Annual Day of Remembrance Holocaust Commemoration. The commemoration is free and open to the public.

Since 1995 the Tennessee Holocaust Commission (THC) has sponsored the Belz-Lipman Holocaust Educator Award. Established by Memphis entrepreneurs and philanthropists Jack A. Belz and Ira Lipman, the award recognizes outstanding educators who excel in the teaching of the Holocaust. Each year educators from East, West and Middle Tennessee are honored. Past recipients of the award have gone on to attend international conferences, been appointed as teacher fellows to the United States Holocaust Memorial Museum and served as educational liaisons for the THC.

For more information, please contact Danielle Kahane-Kaminsky at The Tennessee Holocaust Commission at 615-343-1171, cell 615-499-0047, e-mail danielle.kahane-kaminsky@vanderbilt.edu.

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The Tennessee Holocaust Commission (THC) 5015 Harding Pike, Nashville, TN 37205 Phone: 612-343-1171 Fax: 615-343-8355
 e-mail: danielle.kahane-kaminsky@vanderbilt.edu Web: www.tnholcom.org



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West Tennessee

Rachel Mattson – Hutchison School, Memphis

Rachel Mattson is in her third year of teaching at Hutchison School. Rachel graduated from Wellesley College with her B.A. in Political Science. After working in an immigration law firm in Boston, MA, Rachel earned her M.A. in Political Science at the University of Minnesota where she studied theories of oppression and discrimination. Rachel now teaches World History through the lens of colonization and decolonization with a significant focus on the Holocaust and other genocides of the 20th century. As an educator, Rachel is invested in illuminating patterns of discrimination that have caused genocide around the world. Rachel hopes that education can help reduce ignorance and lead to greater resistance in the face of fear and hatred.



Mary McIntosh – Central Middle School, Memphis



Mary McIntosh has taught in Illinois, Virginia and Tennessee for over 15 years. Since 2011, she has taught Pre-AP World History/Geography and *Facing History and Ourselves* at Central High School in Memphis. Born in the Midwest, she was raised in Myanmar and the Fiji Islands. Mary earned her B.A. in English at St. Olaf College in Northfield, MN and her M.A. in History from the University of Memphis. Mary believes teaching the Holocaust through the framework of identity and group membership challenges students to stand up instead of stand by in the face of injustice.

East Tennessee

Megan Krupa – Dobyys-Bennett High School, Kingsport

Megan Krupa is an English teacher at Dobyys-Bennett High School. She received a B.A. in English from East Tennessee State University and a M.F.A in Creative Writing from The University of Tampa. She teaches creative writing, AP English Language and Composition, and English 10 and incorporates literature from the Holocaust into each of these courses. She says, “As an English teacher, my goal is to help students examine the connection between language and the human experience. Together, we study literature from the Holocaust as way to explore this connection.”



Middle Tennessee

Johnna Paraiso – Stewarts Creek and Holloway High Schools, Rutherford County



Johnna Paraiso teaches English as a Second Language in Rutherford County. She also serves as a district level instructional facilitator. Dr. Paraiso received her Ed. D. from Tennessee State University in Curriculum and Instruction. She has taught in Detroit and San Francisco as well as in Tennessee. Dr. Paraiso became interested in Holocaust study as a young girl while reading *The Hiding Place* by Corrie Ten Boom, and she uses this inspiration to help change the world one student and one class at a time. Dr. Paraiso plans to use the award to develop curriculum for secondary ELLs.



ESL Teacher Named One of Four Holocaust Educators of the Year



Johnna Paraiso was honored during ceremony at State Capitol on April 9

March 4, 2019

By KEITH RYAN CARTWRIGHT
Rutherford County Schools

For students, the question was simple and straight forward.

What's the Holocaust?

They genuinely didn't know.

Johnna Paraiso, an English as a Second Language instructional technology facilitator at Stewarts Creek and Holloway high schools, embraced the question as a teaching opportunity that could potentially change the lives of her students.

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She immediately organized a fieldtrip to the Nashville Holocaust Memorial, which is located at the Gordon Jewish Community Center.

During their visit, the Tennessee Holocaust Commission saw what Paraiso and her students were doing and, according to Paraiso, “liked the work ... and wanted to replicate it.”

This was during the 2017-2018 school year.

Paraiso was encouraged to apply for the 2019 Belz-Lipman Holocaust Educator of the Year and was recently chosen as one of four winners from throughout the state.

When asked about the honor, Paraiso focused her answer on students.

“I was proud of my kids,” said Paraiso, who never talked about herself. “They wanted to learn more.”

She said every teacher dreams of a classroom filled with “kids who were hungry for more.”

Paraiso and her fellow honorees — Megan Krupa (Kingsport), Rachel Mattson (Memphis) and Mary McIntosh (Memphis) — will be recognized during the Tennessee State Annual Day of Remembrance Ceremony on Tuesday, April 9 in the House Chamber at the State Capitol.

The ceremony begins at 10:30 a.m.

This year’s theme is “We remember Them: Tennessee Voices of the Holocaust.”

Paraiso’s project is an example that shows ESL students can study and learn difficult subjects and issues — even while learning English — if instructors make lessons accessible, according to Paraiso.

As part of being selected as an educator of the year, Paraiso said, “The commission wants me to create a curriculum for Holocaust studies for English learners.”

For the Tennessee Holocaust Commission, this curriculum is one more piece to fulfilling its motto of “Let all generations remember so that it never happens again.”

PHOTOS PROVIDED

Editor’s Note: This article was originally published on the Rutherford County Schools website. Used with permission.

Send your news to newsletter@tntesol.org

Reflections on our first West TN “Mini” Conference: A Collaboration amongst the University of Memphis, Shelby County Schools, TDOE, & TNTESOL

Debra Frantz
Shelby County Schools, ESL Director
TDOE, Southwest TN Regional ESL Advisor
TNTESOL, Member at Large

The first West TN TNTESOL “Mini” Conference was held on January 25, 2019 in the University of Memphis University Center’s Ballroom. Organizational talks began several months before, in June of 2018. With the TNTESOL conference moving to the fall, the recognition of “room for PD in the spring” was afloat, and meetings between U of M and SCS ESL Leadership catapulted the conference into the offerings of 3 informative sessions once the theme and an approximate date were decided upon.

What really made this first attempt “work”? Teamwork, of course! Planning committee members included: Dr. Rebecca Adams, Dr. Teresa Dalle, Dr. Helen Perkins, Dr. Emily Thrush, the support of their respective departments, graduate student Michael Eaton of U of M, TNTESOL President, Dr. Abasi McKinzie, and myself. In the relatively short time it took to pull together, we all researched to find funding for payments for the venue, the parking, and lunches. Vendor support from Imagine Learning and Lexia was obtained as well. Working together, we were able to reduce the registration fee down to a mere \$20.

As possible themes were discussed, one centralized need recurred: the need to identify language objectives across content areas. Additionally, the need to assist SIFE students, and the opportunity to showcase an up-and-coming local author tied in well together for cultural awareness. Topics certainly seemed to be “on target” as numbers quickly grew from 50 or so the first week to a total of 250 “plus” the day of the conference. Our biggest worry was whether or not we’d have enough lunch and table space for everyone who may want to register that day. (Nice problems to have, and it all worked out positively.)

For TNTESOL members &/or Regional TDOE Advisors who find it a bit intimidating to begin these talks, find encouragement in knowing that it is this author’s experience that, when it comes to education and community outreach, universities, local school districts, & TNTESOL make for a perfect match in supporting current and future teachers of English Learners.

Special thanks to our presenters: Dr. Mary Lou McCloskey, Alice Faye Duncan, Dr. Teresa Dalle, & Dr. Emily Thrush. Thank you also to distinguished personnel who took the time to welcome everyone: Dr. Kandi Hill-Clarke, Dean of Education at U of M, Dr. Cedrick Gray, Shelby County Government Director of Education, Dr. Mueller, Chair of the Instruction, Curriculum & Leadership at the U of M, and Dr. Joris Ray, Interim Superintendent of Shelby County Schools. Thank you also to conference cohost, Dr. McKinzie, who assisted in introducing and facilitating speakers and presenters, and perhaps most importantly... giving away door prizes! TNTESOL is fortunate to have such a supportive president. Will we do it again next year? The plans are already in the works!



Meeting Virtually a Success!

Rachel Counce
Lawrence County EL Coordinator/Teacher
South Central EL Advisor

On May 10, 2019, the Southeast and South Central Regions had a joint virtual collaborative meeting. I love a good face to face meeting, but May is extremely busy and I thought maybe meeting from our home districts might be a good alternative. Sarah Ziegler, South East Regional ESL Advisor, had suggested a joint virtual meeting a while back; but I wasn't sure if it would be as beneficial as meeting in person. Boy was I wrong, it was effective for a variety of reasons that I did not anticipate.

First of all, it was one of those days where the rain just would not stop; the drive to any of our districts would have been messy. As the rain poured, I was so happy no one was driving in the torrential rains and could meet from their dry cozy offices. Meeting virtually also saved the travel time to meet in a district. Our districts are pretty spread out, not to mention that Southeast is working around two time zones.

The end of the school year is also extremely hectic and many participants indicated that they would not have been able to attend if the meeting had not been online. Many Title III professionals wear multiple hats and have other responsibilities that compete for their time. Others have teaching duties and we sure want to limit the amount of instructional time we take away from our English Learners.

Finally, I feared that it would be too formal and districts would be reluctant to share concerns in this format. There were lots of questions addressed during the webinar and others followed in emails. It ended up being a very informal, comfortable way to meet. We also got to hear concerns from more districts by doing a joint webinar with the two regions. Our districts are very diverse and it is always nice to hear from districts that have similar issues.

In conclusion, there is nothing like a good face to face meeting. I love to see my people, but there are also tremendous benefits for meeting in a variety of ways. Virtual meetings are definitely something I will incorporate into supporting districts in the future. Thanks to Sarah Ziegler for suggesting this joint effort to address concerns in our regions.

Sarah Ziegler
Director of RTI and ESL Programs
Marion County Schools
204 Betsy Pack Drive
Jasper, TN 37347



An Excerpt from the Office of English Language Programs Newsletter


Two Opportunities to Host Exchanges for Teachers and Teacher Leaders

We are excited to share two opportunities to host international teachers for short-term professional development exchanges in January 2020. Both programs are funded by the Office of English Language Programs at the U.S. Department of State and will be administered by FHI 360. Information about both grant opportunities and all submission guidelines can be found here on FHI 360's website: <http://solicitations.fhi360.org/Solicitation.aspx>

Exchange Program 1: English and STEM Integrated Instruction

This exchange will be a professional development program for Brazilian English Language and STEM teachers, teacher trainers, and administrators. This professional development program seeks to strengthen secondary school English Language and STEM teachers' expertise in incorporating best practices in content-based instruction into their classrooms through teaching English and STEM in an integrated way. Interested institutions should electronically submit a complete proposal to FHI 360 at accessexchanges@fhi360.org no later than **July 18, 2019 at 5:00 pm EST**. Please direct any inquiries about the RFP to the same email address.

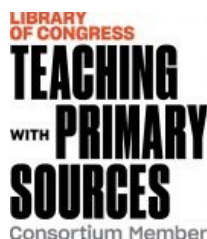
Exchange Program 2: Teacher Associations and Collaborative Learning


This program will be held for approximately 25 South African English as a Foreign Language (EFL) teachers and teacher leaders. The participants of this exchange will attend an intensive professional development program around the themes of Developing Teacher Associations and Implementing Collaborative Learning Strategies for EFL classrooms. The program seeks to strengthen the teachers' ability to develop and improve teacher associations and to effectively design and implement collaborative learning strategies to improve classroom management for EFL classrooms. Interested institutions should electronically submit a complete proposal to FHI 360 at accessexchanges@fhi360.org no later than **July 22, 2019 at 5:00 pm EST**. Please direct any inquiries about the RFP to the same email address. 

Teaching with Primary Sources

As you all begin your break, we are gearing up for an active summer of workshops and PD across the state. Our newsletter this month compliments our summer institute which explores the beginning years of the modern Civil Rights Movement. In the newsletter - https://library.mtsu.edu/ld.php?content_id=48426684 - , you will find lesson idea on Freedom Rides, Tennessee in the Movement, Montgomery Bus Boycott, and Strategies to Win the Movement. We have also created a number of new resources for the institute. You will find links to those in the important links box of the newsletter.

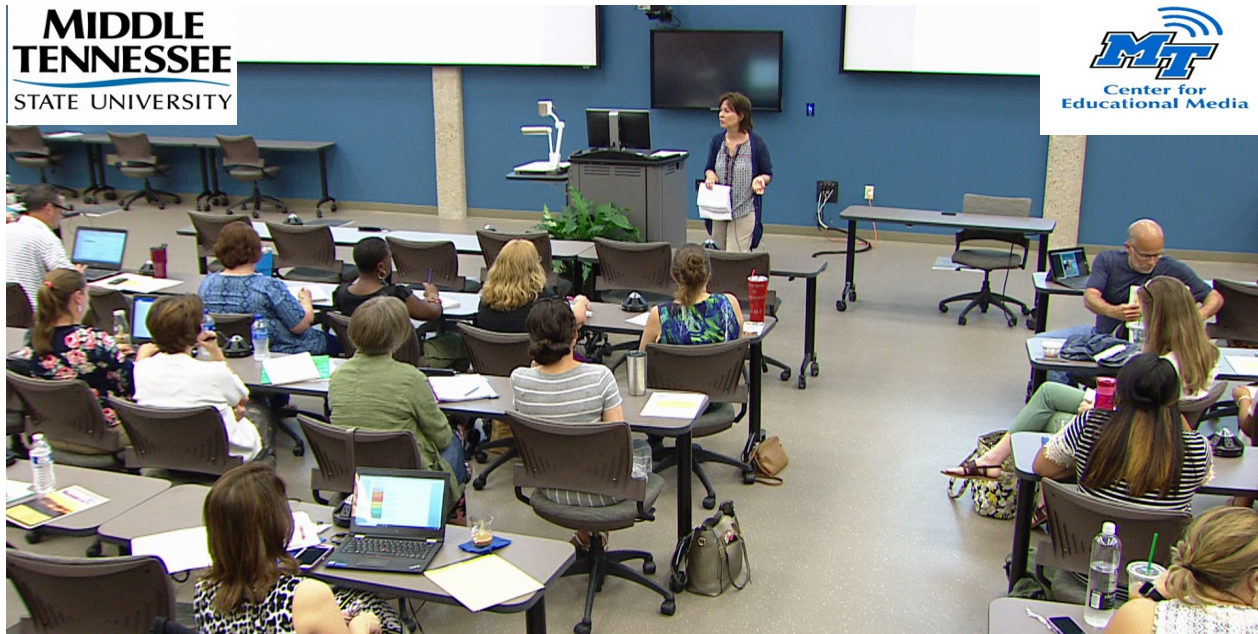
For those of you teaching in middle and high school, we will be offering our annual workshop series with Tennessee History Day in July. These workshops are designed for both educators new to the History Day program and those who have participated in the past. We will be offering workshops in Manchester (18th), Cookeville (19th), Burns (24th), Union City (25th), Covington (26th), and Harrogate (30th). More information and registration will be available on the [Tennessee History Day website](https://www.tennesseehistory.org/tennessee-history-day/for-educators/summer-2019-workshops/) - <https://www.tennesseehistory.org/tennessee-history-day/for-educators/summer-2019-workshops/>



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

Middle Tennessee ELL Collaborative

2019 ELL COLLABORATIVE SUMMER ACADEMY TNTESOL Mini-Conference



- What:** Two-day Conference, offering twelve hours of Professional Development
- When:** July 11 and 12, 2019 (8:00 a.m.- 4:00 p.m.)
- Where:** MTSU Center for Educational Media and Professional Development
McWherter Learning Resources Center, Room 101
- Who:** ESL Teachers, General Education Teachers, Pre-Service Teachers, School Administrators, District Administrators and anyone who wants to learn more about educating English Learners
- Major Topic Strands:** 1) Building Bridges, 2) Data-Informed Instruction, 3) Literacy and Academic Language and 4) Culture of Learning
- Sponsors:** The ELL Collaborative at the MTSU College of Education
TNTESOL
- Register at <http://cem.mtsu.edu>





2019 WIDA Annual Conference

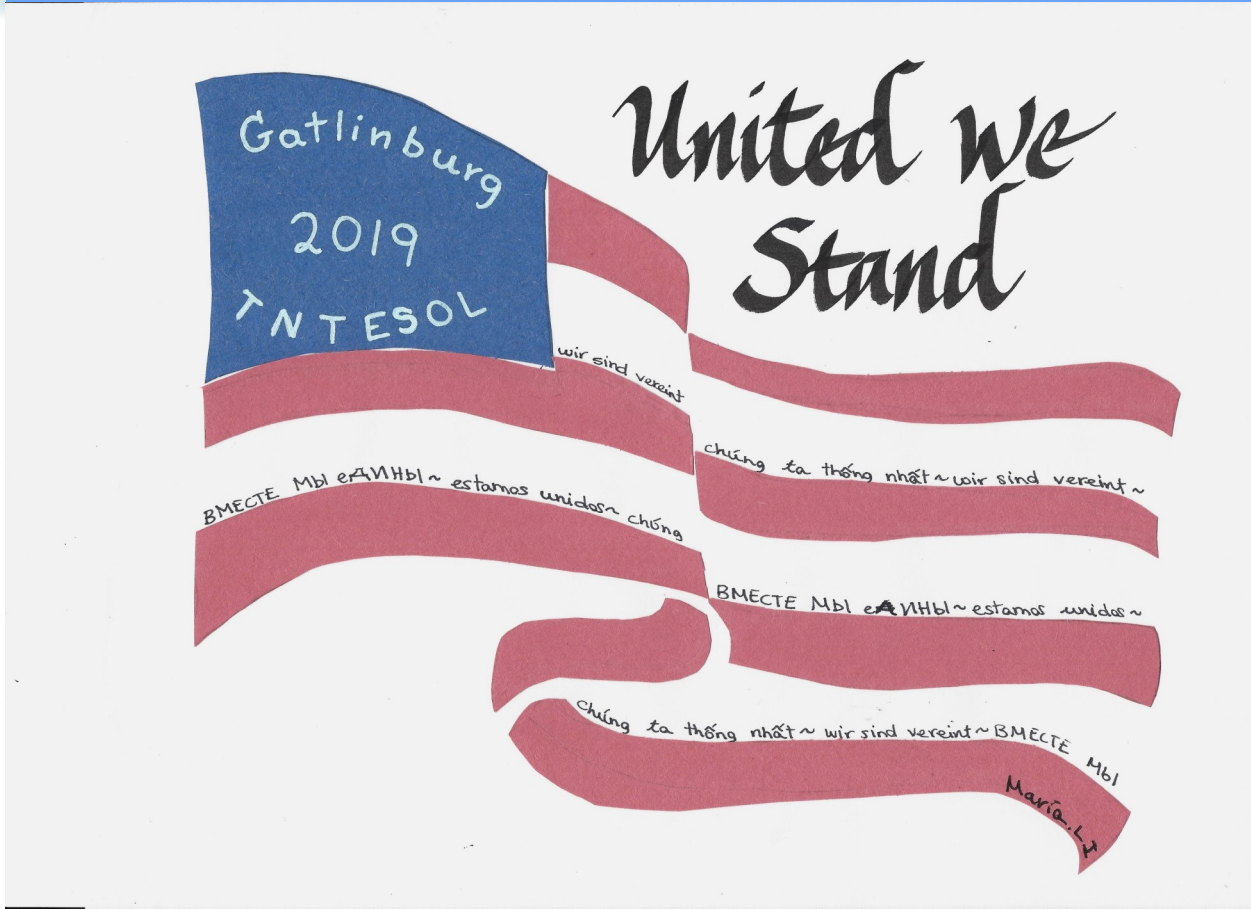
October 15 - 18, 2019

Rhode Island Convention Center in Providence, RI

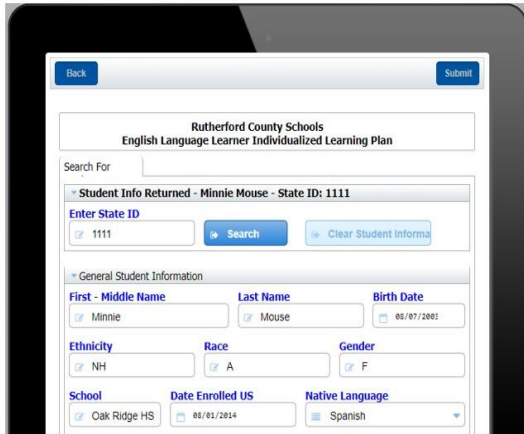


Teaching for Equity in a Multilingual World

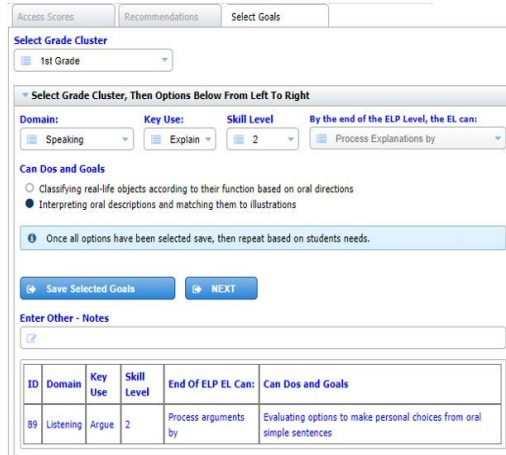
Save the Date Annual Conference



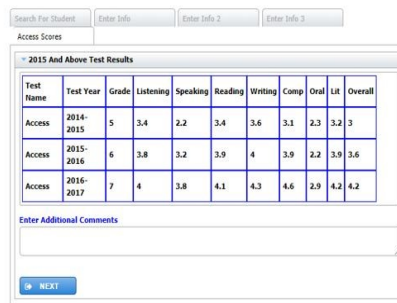
Save Time & Simplify Your ILP Process with iAutomation



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.



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 State ID & Access scores are instantly retrieved



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jibbitson@iautomationtn.com
 615-852-6516

Future Tense: Entering an Age of Empowerment

Southeast Regional TESOL Conference 2019

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Edie Barry Scholarship Winner

LEGACY BENEFITS NEW PROGRAM

Sarah S. Lim, Co-director
Trinity Baptist ESL Program



As spring ESL classes were nearing an end, we received the wonderful news that we had been awarded the Edie Barry Scholarship. It enabled the purchase of an HP laptop computer. This availability extends instruction to include slide presentations, videos, songs and a host of other online materials enhancing lessons. For instance, one of our teachers demonstrated the playphrase.me website where phrases, such as 'hope to', could be heard in movie clips. Another day, the teacher was able to illustrate a book

lesson on Salsa music with a videoclip of a sample song in that style. What a difference it made and how excited students became. The video generated even more conversation than the reading itself. In addition, the curriculum we use has animated grammar presentations accessed through QR codes in student workbooks.

In our current audio/digital era, we cannot neglect this important tool which extends student learning. The laptop has been a great asset, making our classes more lively, contemporary and attractive - thus more effective.



Trinity Baptist Church is located in the Cordova area of Memphis, which has seen a huge growth in its international population. This coupled with our own Brazilian associate pastor, Dr. Gerson Garros, gave us motivation to discover how we might meet needs in our community. After much training and organization, the Trinity Baptist ESL Program was launched in January, 2018. Attendance averaged around thirty, distributed among three classes each Monday and Thursday evening, as we taught adults from Africa, Asia and Central and South America.

When the ESL team of volunteers planned for the fall semester, we

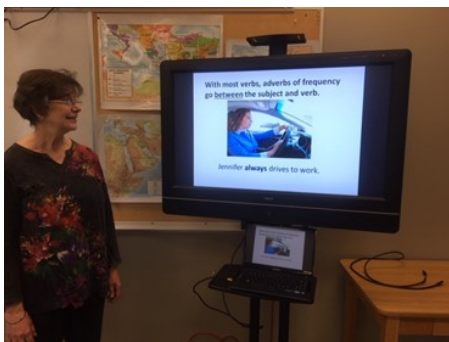
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decided to create an additional class. As the influx of students continued, we opened yet another beginner class. Two teachers with lots of stamina and dedication chose to teach both nights. The consistency was especially good for students as strong relationships formed.

Open enrollment granted us over ninety students this term. We had five levels of classes plus individual tutoring for three other adults. Our students were from Brazil, Mexico, El Salvador, Guatemala, Honduras, Sudan, Colombia, China, Japan, Iran, South Korea, Peru, Paraguay and Venezuela (46%). We seek to serve this community. Many of these students are unemployed or have low wage jobs. So, at this point, we don't charge fees, except for books and child care. We have enjoyed involving them in events, such as "Friendsgiving", Christmas Alpine Village, Wild Game Dinners, kite days, VBS, International Nights of Worship and Sunday International Bible Study. There have been soccer games and volleyball, baby showers and pot luck dinners.

It's such a pleasure to see the smiles, hear the laughter and note the confidence as these friends make progress. We are so grateful to God for this opportunity to serve, for the gifted volunteers and for the wonderful people who have come our way. We do so appreciate Edie Barry's service which inspired others to honor her legacy through the scholarship we received.



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

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.**

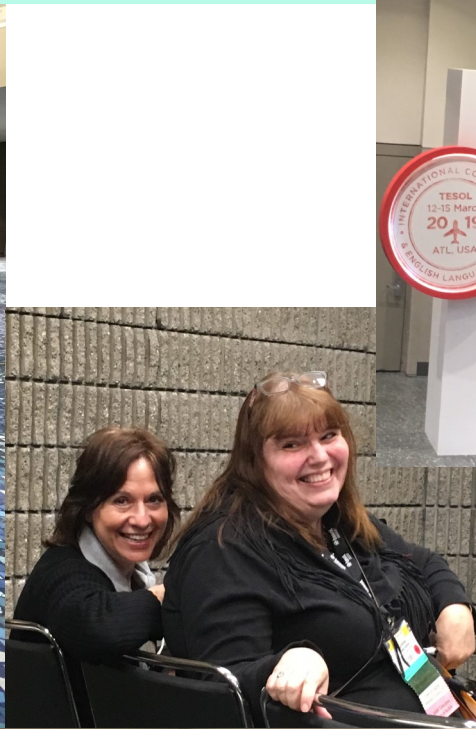
All sections of the application must be completed in order to be considered for this award. This includes Part I: Demographics and Part 2: Application Type.

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.

TESOL Convention Memories



BOOK REVIEW

Kumaravadivelu, B. (2012). *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing*. New York: Routledge. ISBN-10: 0415877385, 148 pp.

Anna Sanczyk
University of North Carolina at Charlotte

Kumaravadivelu in *Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing* poses an argument for restructuring language teacher education. This book is a crucial reading for TESOL teachers to understand new trends in the language teaching field. Kumaravadivelu calls for a process-based, context-sensitive modular model of language teacher education that fosters teacher empowerment, agency, and transformation. He is a professor at the Department of Linguistics and Language Development in San Jose State University, California and has published three books on language teaching and over 30 research articles (San Jose State University, n.d.).

The book is divided into seven chapters. From the first chapter, Kumaravadivelu draws a reader's attention to the importance of teacher education programs being the spaces that foster criticality and embrace concepts, such as educational globalization, social justice, educational inequality, cultural responsiveness, and language ideology. Chapter 1, *(Re)visioning Language Teacher Education*, illustrates five global perspectives and three governing principles. In response to the influence of globalization on education and teacher education, Kumaravadivelu contends that teacher preparation programs have to take five globalizing perspectives into consideration, such as postnational, postmodern, postcolonial, post-transition, and postmethod perspectives. These perspectives offer an insight into historical, political, and sociocultural developments across the world. In describing them, he refers to prominent sociologists, general educationists, and linguists in order to present a cogent and comprehensive analysis. The following chapters focus on KARDS: knowing, analyzing, recognizing, doing, and seeing- a set of cyclical, integrated, interactive modules.

With a focus on the critical theory, Kumaravadivelu starts his argument by inviting a reader to reflect on the meaning of *knowing*. He presents studies on teacher knowledge and offers a consolidated view by describing three types of knowledge: professional knowledge, procedural knowledge, and personal knowledge. In an array of research on teacher knowledge, Kumaravadivelu offers a clear and thorough description that helps the reader understand the importance of various kinds of teacher knowledge. Kumaravadivelu continues with discussing the next module- *analyzing*, where he urges language teachers to be critical thinkers who systematically analyze learner needs, learner motivation, and learner autonomy. In order to understand learner needs, language teachers have to be aware of individual, social, cultural, economic, institutional, and logistical factors. Moreover, Kumaravadivelu describes different types of motivation and debates whether due to globalization and growth of world Englishes an integrative motivation is relevant in learning. He explains that "the non-English speaking world learns and uses English language for communicational purposes and not for cultural identity formation" (p. 43). He mentions research conducted in various countries to support his assertion, and offers a new model "L2 Motivational Self System". Kumaravadivelu also provides ample viewpoints on what constitutes learner autonomy. It is clearly visible that Kumaravadivelu is guided by the critical pedagogy proponents- John Dewey and Paulo Freire and sociocultural theory advocate- Lev Vygotsky. He sees language teachers as critical thinkers who need to take sociocultural and political contexts into account when analyzing their students and considers them to be agents of change. Kumaravadivelu

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proceeds by underlining the importance of teachers *recognizing* their ‘teaching Self’. Language teachers who understand their beliefs, values, and identities become transformative intellectuals. He provides an in-depth explanation of these three concepts by including a variety of perspectives of researchers, philosophers, and psychologists. Kumaravadivelu points out that “teacher identities in a global society are constructed at the complex intersections between individual, social, national, and global realities” (p. 58). He adds that teacher beliefs and values play an essential role in shaping their teaching practice, and teaching is a moral activity. The recent work by Miller et al. (2016) extends the discussion on language teacher identity and ethical self-formation and argues for nurturing language teachers’ reflective and action-oriented identity practices. Both Miller et al. (2016) and Kumaravadivelu encourage language teachers to engage in self-reflection in order to recognize own assumptions and dispositions. During that argument, Kumaravadivelu offers insights from various general educationists and applied linguists who advocate for the importance of critical self-reflection in teacher education. He also provides a practical example how language teachers can use narrative frames to reflect on teaching. Next, Kumaravadivelu focuses on the concept of *doing* that consists of three components: “teaching that promotes desired learning outcome, theorizing that involves deriving a personal theory of practice, and dialogizing that seeks critical consciousness with informed interlocutors as well as with one’s evolving teaching Self” (p. 78). He highlights the need of more opportunities for second language teachers to use critical pedagogy practices and principles in language teaching and suggests doing that through classroom-based inquiry and autobiographical narrative. Even though the use of the autobiographical narrative is argued to be an effective way for teachers’ learning, Kumaravadivelu does not elaborate on that topic. The recent work by Cloonan et al. (2017) offers a more robust analysis of that strategy to encourage teachers to concentrate on critical self-reflection. Moreover, *seeing* encompasses concepts of teacher perspective, learner perspective, and observer perspective. Critical classroom observation, considering the teacher, learner, and observer perspectives, and understanding the relationship of seeing and knowing is pivotal in teacher preparation and teacher professional development. The discussion on critical, systematic observation of teaching and learning is strengthened when Kumaravadivelu illustrates a three-tier process and examples of engaging in ‘seeing-that’, a form of observation that incorporates the multiplicity of perspectives. Kumaravadivelu is straightforward on design and delivery of the proposed modular model by emphasizing that it is just “a skeletal framework for the development of a context-sensitive language teacher education program” (p. 125).

Language Teacher Education for a Global Society: A Modular Model for Knowing, Analyzing, Recognizing, Doing, and Seeing is a well-written compilation of insights of scholars from general education and applied linguistics that urges the readers, whether they are TESOL teachers, teacher educators, or researchers to reform language teacher education to address the challenges and needs of English Language Learners in the globalized world. This book is highly recommended to the TESOL program directors, language course designers, professors, teacher educators, and practicing TESOL teachers as it offers clear connection between theory and practice in language teaching and provides a well-researched foundation for teacher critical reflection. This book has many strengths. One of the strengths of this book is putting the KARDS model into global context, first by explaining five global perspectives and then interweaving the concept of globalization in each chapter. The second strength of this book is readability and understandable flow and linkage of concepts. Kumaravadivelu refers to previously introduced concepts, ideas, perspectives, and principles in every chapter in order to show how all modules are interconnected, and each of them is an essential piece of the puzzle. The third strength of this book is its practicality and applicability. Each chapter ends with three assignments to encourage

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reflection on the reading: 1) Rapid Reader Response; 2) Reflective Tasks; and 3) Exploratory Projects. Kumaravadivelu also offers a cogent discussion on promoting teacher empowerment, activism, and transformation that could inspire the readers to take action in changing their teaching. Similarly to Wiggan and Hutchison (2009), Kumaravadivelu reminds us that English has played a part in linguistic hegemony in the globalization process, but he barely touches on challenging hegemonies and power struggle in the second language education. A more comprehensive discussion could be provided on oppression and domination in the second language education as well as more research on language teacher agency. Despite these limitations, the book offers a powerful discussion on redesigning language teacher preparation programs and encourages the readers to take action to contribute to educational transformation.

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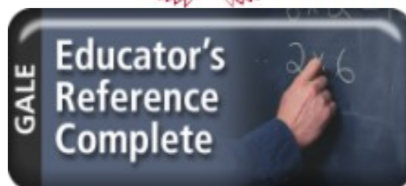
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Anna Sanczyk received a bachelor's degree in English Philology from the University of Bialystok, Poland and a master's degree in English Linguistics from the University of Oslo, Norway. She has taught adult ESL for over 10 years in Poland, Norway, and U.S. Currently, she is a doctoral student in the Curriculum and Instruction program and works in the Teacher Education, Advising, and Licensure Office at the University of North Carolina at Charlotte.



Tennessee Electronic Library

Free resources for Tennesseans



TEL
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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.

**Educator
Professional
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My Family Divided: One Girl's Journey of Home, Loss, and Hope

by Diane Guerrero with Erica Moroz

Book Review



Christine Tennyson, Ed.D.
Title I ESL District Coach
Rutherford County Schools
Adjunct Professor
Trevecca University
TNTESOL Past President

Last year, when working with my students, I saw them struggle to learn the language and adjust to the new culture of our Southern United States. As a compassionate teacher and educator, I was honored to help them make this transition to their new life. Unfortunately, one student confronted another struggle: her step-father was deported after “doing the right thing” and giving witness to a crime. While I may have had other students with this challenge, I have never been aware of any. This girl had to be brave for her mother and help be the “second adult” in the home.

Until I read **My Family Divided**, I did not realize how many of our students live in the shadows with this exact problem and how much fear they face as a result. This is a true story of the actress from **Orange is the New Black**. Her narrative tells about the struggles her undocumented parents faced on a day to day basis to stay in the shadows while raising and supporting their American born daughter. The real story begins though the day her parents (first her mother, then her father) are deported back to Columbia. The rest of the story details how she lives in the shadows to avoid being taken by Child Services and going into foster care. While Guerrero works her way to success, the emotional toll on her is crushing at times.

As educators, we need to read this story and share with older students. I am not sure I would read this as a whole class novel, but instead would have it available to share with students who can respond maturely to the heart wrenching material. This book would be a good for a faculty to read as a cultural book study as well.

I did not realize how many of our students live in the shadows with this exact problem and how much fear they face as a result.



GRADUAL RELEASE for English Language Learners

Susan Patterson
Shelby County Schools

Using gradual release of responsibility as an outline for my lessons started out as a non-negotiable. It's what our principal looked for during walk-throughs and evaluations, but it really started to grow on me. Looking back now, I don't even remember how I structured my lessons before learning gradual release! Not only is it good teaching for any classroom, but it's great for our English Learners.



1 I DO

- Simple objectives
- Vocabulary
- Videos
- Realia

2 WE DO

- Practice the skill/grammar focus together



Teaching ELs means we do a lot of scaffolding. Sometimes we could scaffold all period long depending on the student and the topic. Gradual release slowly releases those scaffolds to let the students fly on their own, or see if they are able to. Sometimes this may take part in only one class period, and other times gradual release may span several days.

I Do

The "I Do" is where we do our explicit and direct instruction. This is so important for language learners. Think back to your Spanish class you may have taken in college. The instructor always spent a while explaining to you the verb tenses and conjugations (this is what I remember at least). This is where we explain the skills we will be teaching that day. We don't want to lecture most of the class period because depending on your student's proficiency level, they may not understand you most of the time, and their attention will start to dwindle.

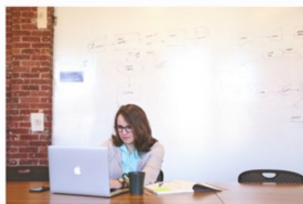


3 THEY DO

- Speaking and listening practice
- Accountable talk
- Practice vocabulary

4 YOU DO

- Writing with sentence stems
- Text-Dependent Questions



What do you do instead? Take this time to state your objectives very simply if you have lower level students. You can state the original objective and standard by your state first, just follow up with a simpler version after. For higher levels, put the objectives in student-friendly terms but don't skip the academic language!

BACK TO WHOLE GROUP

Connect back to objectives. Discuss. Assess.

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After stating the standards and objectives, this is where reviewing or introducing skills happens. Use simple language that brings your point across, and then supplement with pictures, videos, Prezis or power points, realia, and translations if needed. It is a great place for teacher think alouds and also a great time to introduce your vocabulary or grammar for the day.

We Do

At this point in your lesson, you should be feeling like you've explained as much as you can to the point of not losing their attention. This may be a good time to do a quick check for understanding, then move on to some practice together. This will be with your skill and/or your vocabulary and grammar focus. Continue with a think-aloud to get them started, and then let them show you theirs while practicing. Having them think aloud with you or a partner is a great way to get in some academic discourse. Skills can be worked on together with a SMART board, white board, Recordex, projected iPad with an app like Show Me Interactive Whiteboard, or any other technology that lets you share lessons with your students. Some of us may still be working with a good old chalkboard, and there is nothing wrong with that except for a little chalk dust. As long as you are doing it together.

They Do

Sometimes it's hard to really know if some of our learners "got it", but if you know for sure that some of them are not getting it, check for understanding again and re-teach as needed. Involve those students a little more in your "we do" before going to the next step.

For the you do, make sure to project or write on the whiteboard what you want to be hearing from them while working together. What [accountable talk](#) should they be focusing on? Role-play with a student so they understand that this is what working together should look like from the teacher's point of view. Display the accountable talk they should be practicing and the vocabulary words they should be using as well. It is always stressed that using these words does not have to be perfect- we are still learning these words! This is where most of their speaking and listening practice comes to play.

You Do

This is where you see if your students are truly getting it and if they can fly alone. They may be answering some text-dependent questions about a text you read, doing some writing with some sentence stems, or doing a listening assessment. Whatever the assignment, it is solo. No copying. No talking. It doesn't have to be for long; it can even be just one or two sentences! But they must show you mastery of your objective for the day.

Back to Whole Group

Students need some closure to really solidify the lesson for them. Connect what you did for the period back to the objectives. Discuss with them how they think they feel they did. This may not come in the form of words just yet- have them show you how they did with picture cards, a Fist to Five, or another exit ticket idea. Make sure you reinforce the skill or concept through homework, bell work, and by returning back to it often. Just because you taught them the skill or vocabulary today doesn't mean it'll stick yet!

And above all, if you feel like that lesson just wasn't effective or your best, or that there were some of your students who still didn't grasp the concept- you can always come back to it or extend your lesson a day.

Note: This article was published on www.ell-lady.com/blog/category/instructional-strategies. Used with permission 

A Survey of Websites

Jennifer Hatfield
King University

Website Survey: Reading — Language: Russian — Grade: Sixth

Free Library of Philadelphia

Website: freelibraryofphiladelphia.org

This website contains lots of colors, and the Russian ESL section is expansive. Reading is the main topic of this website because it is a library database. Since this is a library website there are texts from all different genres, and some books could be opinion based. This website is very user friendly and plainly labeled. This website is easily navigated by elementary, middle, and high school students.

Master Russian

Website: masterrussian.com

This website contains interesting articles and is very appealing to the eye. While other aspects of Russian literature are addressed, this website is designed to accommodate students learn to read. Material within this website is not opinion based and is factual. This website is large and while it is well organized, it can be confusing. This website should not be navigated by students who are not familiar with the internet web pages.

Learn Russian Through Stories

Author: Elena Ivanovich

Website: learnrussianthroughstories.com

This website is very easy to understand, and the author allows reading within 3 different levels.

This is truly a Russian reading only website and nothing else is addressed. All stories offered by this website are written by the author, and she combines facts and opinions for unity. This website it very easy to understand as it only has three different tabs relating to reading level mastery.

This website is very student friendly, and different levels of Russian reading mastery can be completed with this website.

Russian Step by Step for Children

Author: Natasha Alexandrova

Website: russianstepbystepchildren.com

This website features storybook characters that build on student prior knowledge. This website is dedicated to help L2 learners expand their reading skills in Russian. All material offered by this website is genre specific meaning it could be either fact or opinion based. All reading material within this website are well organized into different categories related to what genre readers choose. This website is made for Russian reading students of all ages, so it is very user friendly.

Electronic Library

Website: royallib.com

This website is not visually appealing but does have expansive reading Russian reading material. Due to this website being a library database, only reading is the main topic. Material within this website are both factual and opinion based depending on topic. This website it not well organized as it has multiple tabs for the same genre. This website should only be navigated by students who possess knowledge of online library search engines.

Russian Short Stories

Author: Kristina Malidovskaya

Website: boostyourrussian.com

This website implements bright colors, which are very interesting to students. This website is dedicated to reading in Russian only. This combines opinion and facts to provide Russian reading options to students. This website can be a little bit confusing, so practice is suggested. Students will have to practice using this website because it can be confusing.

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Texts with Audio Russian

Author: Russian for Free

Website: russianforfree.com/texts

This website is very visually appealing and contains pictures for further understanding. While this website is a reading website it does address other aspects of literature. Most of the material within this website is factual and not opinion based. While the website is somewhat organized, there are a few different tabs for all subjects. This website is not easily navigated by students, and teachers should not use this website within the classroom.

Online Russian for Kids

Author: Petralingua Publishing

Website: petralingua.com/foreignlanguages

This website is very appealing and utilizes different and bold colors for attention grabbing. Reading in Russian is the main object of this website, but other comprehension-based activities can be found. Most of the information detailed within this website is factual and not opinion based. This website is very well organized and is overflowing with opportunities for students to read in Russian. This website is specifically designed for students to learn Russian, and it is very easily navigated by students of all ages.

Children's Russian Library

Author: The International Children's Digital Library

Website: childrenslibrary.org.

This website is appealing, and even offers photos of the book itself. Reading is the central focus of this website. Material outlined within this website is both factual and opinion based, however it is up to the students to choose. This website is very well organized and does not overly categorize information. Being specifically designed for students is one of the main positives of this website.

Russian Short Stories

Author: Online Russian Language School of Pa Russki

Website: parusski.com/storiesandnovels/russianshortstories

Bright colors, visuals, and simple text is easily understood by learners and masters. Reading is the only topic covered within this website. This website integrates both factual and opinion-based information. This website is well organized and can be utilized firstly for Russian reading within the classroom. The website is designed for specific use by students both inside or outside the classroom.

*TNTESOL is your organization. Please get involved.
Submit an article. Network. Grow professionally.
Thank you!*

Crosswalk of Guiding Principles

TESOL Six Principles for Exemplary Teaching of English Learners

WIDA Guiding Principles of Language Development

Unlocking English Learners Potential: Strategies for Making Content Accessible

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

This summer, the Title I and the Title III Departments of Rutherford County Schools are collaborating to create a three-day training for Mainstream teachers to improve instruction for ELs in their classes. The training centers around Fenner and Snyder's (2017) book, *Unlocking English Learners Potential: Strategies for Making Content Accessible*. One of the outcomes for this training is a crosswalk of the guiding principles for the two organizations which govern our practices and the text. The TESOL 6 Principles and the Four Guiding Principles for Unlocking English Learners Potential are based on what the teacher does. The 10 Guiding Principles for WIDA are based on what the learner does or can do.

I am sharing this work so other professionals could use it to develop their own professional development or to help support their classroom practices with evidence-based instructional practices. I highly recommend reading both TESOL's *The 6 Principles for Exemplary Teaching of English Learners* (Short, et al, 2018) and the Fenner and Snyder (2017) text. They are both strong references for our classroom practices and give us an anchor to support mainstream teachers.

(Editor's Note: For formatting purposes, the crosswalk is on the next page.)

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Board of Regents of the University of Wisconsin System. (2010). The cornerstone of the WIDA standards: Guiding principles of language development [PDF File]. Retrieved from <https://wida.wisc.edu/sites/default/files/resource/Guiding-Principles-of-Language-Development.pdf>

Editor's Note: After this article was accepted for publication in the TNTESOL Newsletter, WIDA updated the Guiding Principles of Language Development. The document can be found at the link listed above.

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TESOL: The 6 Principles	Unlocking English Learners Potential—Four Guiding Principles	WIDA: Ten Guiding Principles of Language Development
Know your learners.	ELs bring many strengths to the classroom.	Students' home, school, and community experiences influence their language development.
Create conditions for language learning.	ELs learn best when they are taught in a welcoming and supportive school climate.	<p>Students' languages and cultures are valuable resources to be tapped and incorporated into schooling.</p> <p>Students' academic language development in their native language facilitates their academic language development in English. Conversely, students' academic language development in English informs their academic language development in their native language.</p> <p>Students' development of social, instructional, and academic language, a complex and long-term process, is the foundation for their success in school.</p>
Design high-quality lessons for language development.	ELs should be taught language and content simultaneously.	<p>Students learn language and culture through meaningful use and interaction.</p> <p>Students' development of academic language and academic content knowledge are inter-related process.</p> <p>Students draw on their metacognitive, metalinguistic, and metacultural awareness to develop proficiency in additional languages.</p>
Adapt lesson delivery as needed.	ELs should be taught language and content simultaneously.	<p>Students use language in functional and communicative ways that vary according to context.</p> <p>Students' access to instructional tasks requiring complex thinking is enhanced when linguistic complexity and instructional support match their levels of language proficiency.</p>
Monitor and assess student language development.	ELs should be taught language and content simultaneously.	Students develop language proficiency in listening, speaking, reading, and writing interdependently, but at different rates and in different ways.
Engage and collaborate within a community of practice.	ELs benefit when their teachers collaborate to share their expertise	



The Practitioner's Corner

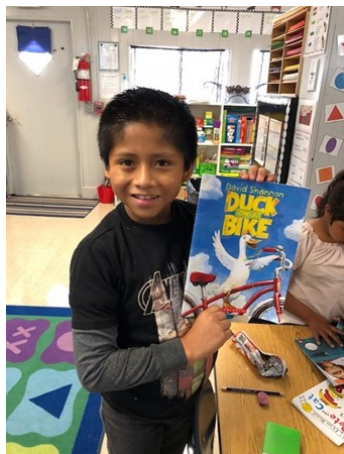
Scholastic Student Sponsors

Kristy Beasley

ESL K-2

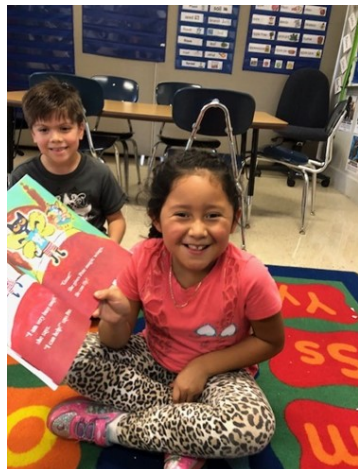
Smyrna Elementary

Rutherford County Schools



Ok, I'll be honest. I stole this idea from someone, who stole the idea from someone else, and so on. I'm not sure if anyone knows the true originator of this idea, but it is ingenious! **Scholastic Student Sponsors** is what I call it. It is a brilliant way to get **one book a month** into the hands of **each student**, which equals a nice start-up home library of 9 books per child by the end of the year. Did you know that 61% of low-income families have no books at all in their homes for their children? (*Reading Literacy in the United States: Findings from the IEA Reading Literacy Study, 1996*). All educators know the importance of reading. A recent study published in the journal *Social Science Research* supports this by stating that "a home filled with books positively impacts a child's future academic growth and job attainment."

How do you do this? Have you ever heard of the Scholastic \$1 book? Scholastic Books offers a minimum of one a month, sometimes more. I simply wrote a post on Facebook asking for friends to sponsor 1 child for \$9 for the entire school year. \$9? Who can't afford that? As an ESL teacher, I have 29 students of various grades. The offers of sponsorship came pouring in immediately! I was able to get *more* than 29 sponsors by the end of the day. Some people paid with checks, some through apps like Venmo and PayPal, and some didn't send their money at all. However,



I had enough sponsors to make up for those who forgot. Several sponsors sent more than the requested \$9, deciding to sponsor multiple students. It was overwhelming to see the generosity people have for children they will most likely never meet. All to get a book into the hands of a child.



After assigning each child a specific sponsor, I took a picture of each student with their first book, (first ensuring they had parent permission). In addition, each child wrote a thank you letter to their sponsor. (This was

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a great opportunity to give a mini lesson on letter writing.) On Facebook, I private messaged each sponsor the picture of their student and the letter. My friends loved seeing the happy faces of the child they were helping. I will admit, I had intended to do this every month. However, I found that 1 message a quarter was perfectly sufficient for my friends. And the children look so forward to their book each month! This also served as perfect Christmas and end-of-year presents, freeing me up to spend my money on other things for the classroom.



Feel free to steal this idea, just like I stole it from someone else. The more books our children have at home, the more likely they will be reading. And as the aforementioned study showed, “being surrounded by lots and lots of books where they live helps children build vocabulary, increases awareness and comprehension, and expands horizons.”

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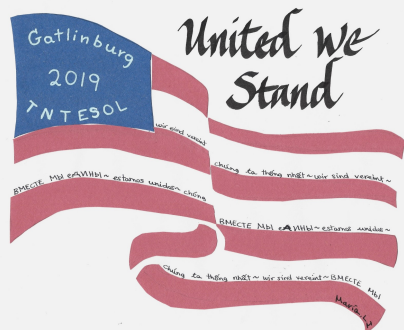
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