



Summer-Fall 2019 Newsletter Vol. 40, Issue 2



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Abasi McKinzie
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*Front Cover photo: Andrea Bontempi
Back Cover photo: Andrea Bontempi
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Message from the President

Dear TNTESOL Members,

Summer-Fall 2019

This will be my last address as president of TNTESOL. I have been proud to serve in this capacity, and I hope that I have represented the organization well. This entry will be a little more unorthodox than the rest. Some final thoughts as I transition into the ex officio role are the following:

Enjoy your students and your work, but also enjoy your personal life.

A lot of research has been done on social emotional learning and adverse childhood experiences that should inform how we instruct, especially those of us whose populations include refugees and SIFE students. However, one thing that I am grateful for in my district's PD surrounding this topic is also the emphasis on self-care. Just as the instructional demonstration before taking off on a plane details, you can't help anyone else if you are not taking care of yourself, as well. Educators in our field are often altruistic and self-sacrificing, which are awesome traits to have; however, we must be careful not to overdo it and neglect taking care of our own needs, as well.

Encourage newer teachers to get active.

This is year 19 for me in the field of education. Retirement is not quite on the horizon for me, but there are definitely colleagues that are just getting into education that I can encourage to be a part of the organization to help present new ideas and perspectives. Those who have been around a while know that everything is cyclical. What is now has been before and what has been is what is to be... However, within each pendulum swing, there is a need for those who can speak truth to power and advocate for those who can't advocate for themselves. We need the more experienced to give advice and wisdom that is optimistic, yet realistic, to the newly minted educators so they can be as effective as possible. To use a musical analogy: If we add new voices to the chorus, the song will never stop as some begin to bow out and rest from singing...

Value every voice-even those we don't agree with.

To continue with the musical imagery: Some of the greats of music, like Stevie Wonder, are famous for their rhythms but also for their interjecting notes that normally wouldn't be considered "fit" for the melody. However, that inserted note or chord adds richness to the overall song that would not have been there if it were allowed to flow along as expected. It is rare in today's society to hear of people of differing views being able to come together to accomplish tasks. However, many times people just need a new experience. The musical group Black Eyed Peas has a song entitled "Be Nice" that could be used to encourage each side to "chill" and just be nice to each other. (It has a pretty catchy beat, too.) I've had plenty of conversations with people with whom I do not agree; however, it makes a big difference if the other side feels that at least they have been heard and not dismissed without considering their viewpoint. I agree that it is not always easy, but as Mahatma Ghandi said, "We must be the change we wish to see in the world."

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>
December 15, 2019	Conference Issue 2019
February 15, 2020	Winter/Spring 2020
August 1, 2020	Summer-Fall 2020

TNTESOL Newsletter
 c/o ESL Specialist
 Instruction Department
 Rutherford County Schools
 2240 Southpark Blvd.,
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Using FlipGrid as a Speaking Platform to Share Content

Sunita Watson
Rutherford County Schools
ESL Teacher, Barfield Elementary School
ELL Coordinator, Middle Tennessee Writing Project
TNTESOL Past President



Teachers are sometimes hesitant to try new technology for different reasons. Seasoned teachers may have reservations about how to use or access new technology. Others may fear that they will forget how to use it after being introduced to it. Still others may not see the need for implementing “another tech program.”

At the 2019 ELL Collaborative Summer Academy: TNTESOL Mini-Conference, teachers were encouraged to participate in an interactive session where they examined how I use FlipGrid in my classroom to share content as well as try the technology and tasks for themselves. Conference participants discussed a third grade ELA standard and a ninth grade ELA standard. Teachers commented that the tasks did promote discourse and thought FlipGrid would allow the students to share their views on the topics while giving them opportunities for improving their speaking.

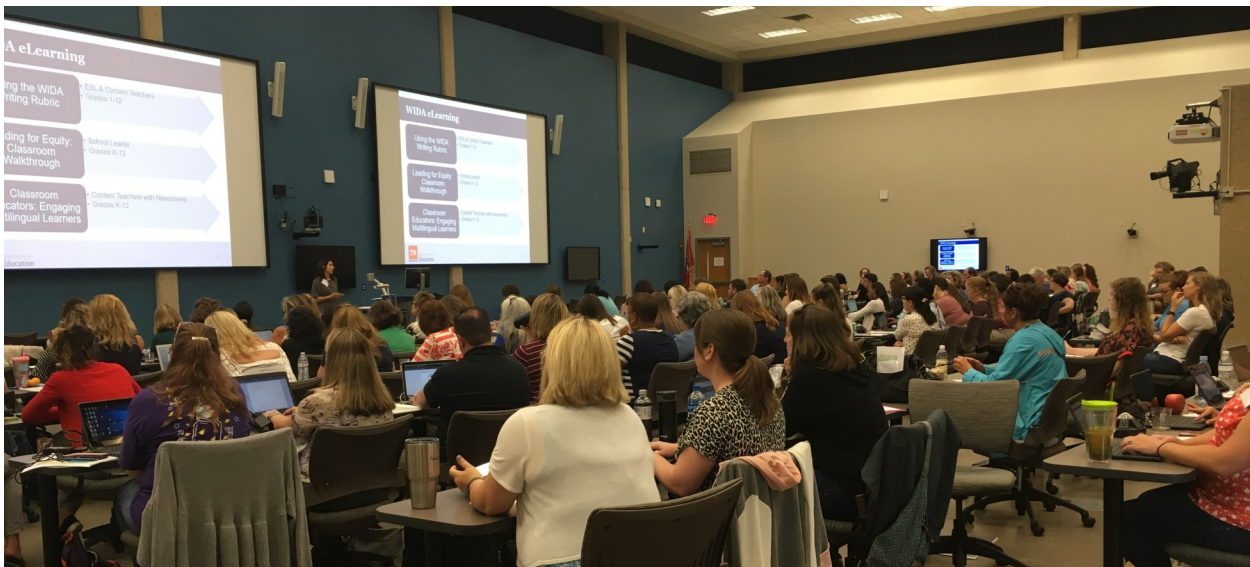
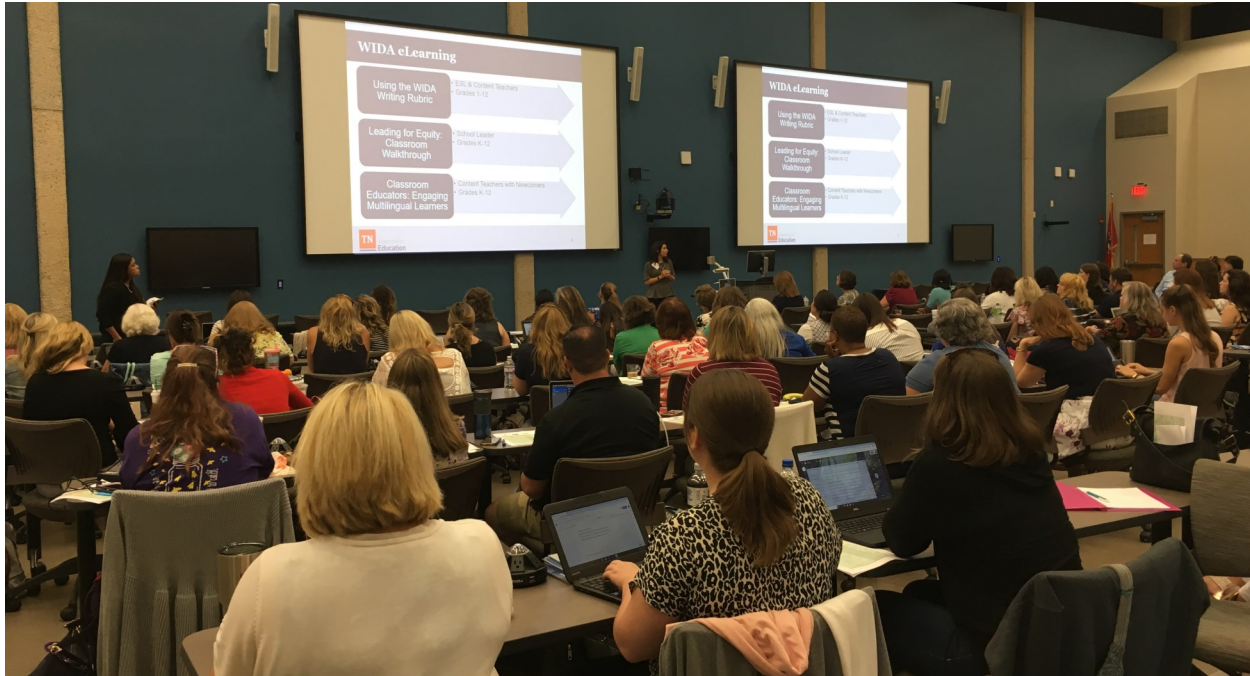
I demonstrated how to use FlipGrid, including how to set up a task and what is offered in a free teacher account. There is a Disco Library, where educators can peruse topics others have created and join in a larger discussion. My favorite part of the session occurred when participants tried FlipGrid for themselves! They had three topics from which to choose: describe how to get ready for the beginning of the school year; explain what your favorite recipe or food to prepare is; state your opinion about the best way to spend your summer vacation. Since I am fairly new to using FlipGrid, session participants worked together and helped each other (and me) to problem-solve, access the technology, try the tasks, and encourage each other. I noticed that some participants tried to do the same thing that English learners want to do: write out all or most of their talk before responding. I encouraged participants, as I encourage my students, to only jot down notes and speak informally to maximize the benefit of learning how to participate in responding to a speaking task. The next step after responding on FlipGrid would be to respond to the same task in a writing response. As suggested by Pauline Gibbons in her book, *English Learners, Academic Literacy, and Thinking: Learning in the Challenge Zone* (Heinemann, 2009), once students have thoroughly practiced the speaking using academic vocabulary, they should be ready to write on content topics. We closed our session by watching a couple of the videos created in FlipGrid and sharing whether participants would or would not want to try to use the program.

I encourage ESL teachers to join in collaborative communities such as TNTESOL Mini-Conferences and other groups. Trying new things can be more fun and less risky when you have a group of people to support and encourage you. I would love to hear how others from around the state are using FlipGrid and other speaking platforms to encourage discourse for our English learners.



State Representatives Present at Local Summer Conference

JoAnn Runion and Katie Barcy provided information about the new eLearning platform on the WIDA website while at MTSU in July at the ELL Collaborative Summer Academy: TNTESOL Mini-Conference. Attendees welcomed the information and had opportunities to ask questions about this type of professional development.



Take-Aways from the West TN TESOL “Mini” Conference

Michelle Sluder
ESL Instructor
Arlington High/Arlington Middle
TNTESOL Executive Board

I always enjoy going to the yearly TNTESOL conferences. I look forward to collaborating with other ESL teachers, and I anticipate learning about new materials and activities that I can use in my classroom. Unfortunately, many people can't attend the yearly conferences for various reasons. This is why I highly recommend attending a “mini” conference in your area.

This past January I attended the West TN TESOL “Mini” Conference held at the University of Memphis. The one-day conference was packed with motivating speakers who shared practical ESL lessons and activities which I immediately used with my students.

Anyone who knows me, knows that I hate teaching poetry. However, Alice Faye Duncan inspired even me to step out of my comfort zone and use poetry to connect with my students by reading with emotion. We actively participated in the reading of *Memphis, Martin, and the Mountaintop*, demonstrating how I can make the poem come alive for my students with the use of call and response. Another one of her poetry books that would be relevant across the state is, *The Twelve Days of Christmas in Tennessee*.

The most valuable portion of the day was when Dr. Theresa Dalle and Dr. Emily Thrush blessed us with a wealth of information to connect writing and STEM. During their presentation, we worked with our group on three different activities. First, we sequenced individual sentences to create a paragraph. Next, we wrote the step by step instructions to create a Lego item while assembling it and then another group attempted to assemble the same item using our instructions. These activities emphasized academic language while the group also used their conversational language to accomplish each task. We also played BINGO using mathematical terms. Teachers were actively engaged, and their enthusiasm will spill over into their classroom instruction. You can see their Power point at <http://umdrive.memphis.edu/g-appliedlinguistics/Public/WestTNTESOL2019.pptx>

**Take advantage
of the 1-day, close
to home “mini”
conferences
in your area.**

Yes, the yearly TNTESOL conference is unquestionably valuable, but I also encourage everyone to take advantage of the 1-day, close to home “mini” conferences in your area. You can connect with other teachers in your area as well as pick up some fresh ideas to use with your students.



New Beginnings

Nardeen Ewida
Blackman Middle School Student
Rutherford County, TN

I looked eagerly out the window to see if we arrived at the airport. I was excited to see my dad. My two brothers and I, and the rest of my family were there. I remembered the day my dad called us and said that the papers are done, and we were able to go to the United State. When I heard the news, I jumped up and down from excitement. I could finally stay with my dad in the same house.

When I saw my dad, I felt like I didn't see him for a long time. After that we went home and ate lunch together. A month passed. Then we went and had fun in different places. My dad bought us a ticket to go to the U.S. My heart was beating fast. I was excited to go with my dad. My family members came a day before we left, and they all were crying. The house felt as gloomy as a cloud about to rain. When I looked at people crying that made me sad. I didn't want to leave anymore. I wanted to stay with my family. They were my everything.

I couldn't believe it; our departure day had arrived. Almost all of my family members came to the airport. In the car time flew. I couldn't believe it. We arrived there so quick. After saying "bye" to everyone we went inside, and I looked back and saw my uncle crying. It was my first-time seeing him cry, looking at him made me even more gloomy. When we arrived in the U.S. the airport it felt like a cold lonely night. Time passed and on a weekend night my dad told us that on Monday we will go to school. I tried going to sleep early because we had school the next morning. I struggled all night to fall asleep. I felt butterflies all over my stomach. I wasn't excited about going to school. I know I would have a hard time because I didn't even know English.

The sun was shining bright. We got dressed then went to eat breakfast. Once I arrived at school there was a nice teacher who asked if I could speak English. I couldn't understand what she was saying or wanting me to do. I had just arrived in a new place that didn't speak my language. How am I supposed to know what she is saying?

The house felt as gloomy as a cloud about to rain. When I looked at people crying that made me sad. I didn't want to leave anymore. I wanted to stay with my family. They were my everything.

Then Monday came around. The first full day of school. We had to go to my little brother's classroom to drop him off, but he didn't want to. He started to cry which made me even more scared to go to my classroom. We dropped off my other brother to his classroom. Then they took me to my class.

Once we entered the classroom, it was quiet because all the student were doing their work. After that the teacher told me to go and to sit down next

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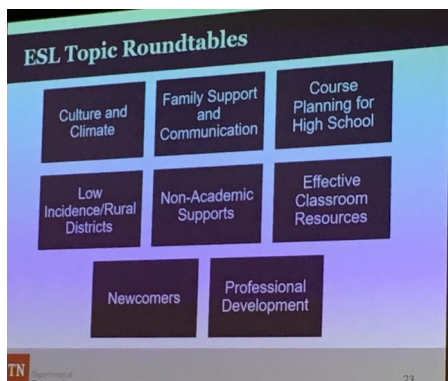
to a girl. Her name was Sandy. She knew how to speak Arabic and she translated to me what they the teacher was saying, which helped me a lot. Sandy was my first friend in the United States.

Now I am in 8th grade. I have friends that are nice and make me laugh. School is still hard. The more I grow up the more difficult it gets. In school now I don't have a favorite subject, but my least favorite is social studies.

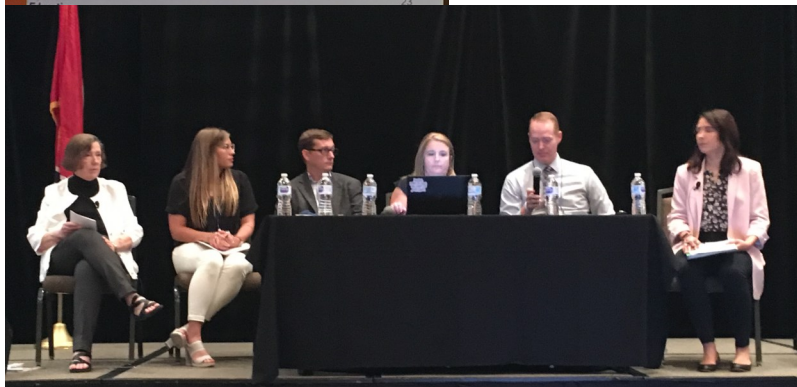
Last year my grandma came from Egypt. I was so happy when she arrived safe and sound. We were going to go to Egypt last summer, but my mom was pregnant with a baby girl. I was happy because I really wanted a sister for a long time, but I didn't have a sister, instead I had three crazy brothers. I miss my family a lot, but we can't go because we have school. In Egypt they didn't start school yet, so they also think that we did not start school, but we started school a month ago. I can't wait for summer this year because this year we will go to Egypt and visit my family. Coming to a whole new place taught me to try new things and not to be afraid of trying new things because at the end, who knows I might like it?

Editor's Note: This article was submitted by Barbara Hoeffler, ESL Teacher at Blackman Middle School with permission from the student and parents.

ESSA ESL Directors' Conference



This conference was held in Cool Springs on August 15-16, 2019. Title III Directors from around the state participated in roundtable discussions, listened to a panel of speakers, and had opportunities to network.



The Shock Felt in American Classrooms

Chris Heath
Student
King University

American actress and award winner, Halle Berry, once said, “When I was younger, living in an all-black neighborhood the other kids thought I was better than them because of my light skin and straight hair. Then we moved to an all-white neighborhood and that was a culture shock ... I'd been used to being around all black kids” (Berry, para 1). When coming to America or even different parts of the country, one of the biggest struggles students face is the culture shock they receive when put into a new environment. The majority of students who face culture shock in the classroom are English language learners. English learners often come from various countries with differing cultural experiences. Language teachers can help their students battle cultural shock by understanding what cultural shock is, by using beneficial teaching methods in the classroom such as visuals, and teacher preparedness when teaching English language learners.

What is Culture Shock?

Culture shock is defined as, “a sense of confusion and uncertainty sometimes with feelings of anxiety that may affect people exposed to an alien culture or environment without adequate preparation” (Merriam-Webster, para 1). Culture shock can be interpreted as a form of anxiety or uneasiness when students, especially those from foreign countries, are put into a new environment such as a new classroom or school. Children do not have a wide array of life experiences due to their limited amount of time spent living. Therefore, they are not as knowledgeable as adults when it comes to dealing with new experiences and feelings (Cooper, 2002, 138). Most children are only accustomed to the environment they were raised in; therefore they lack experience that could prepare them for the culture shock of entering a new environment.

Teacher Readiness in the Classroom

Cultural diversity in classrooms is increasing rapidly and will continue to increase over the next few years. With increasing diversity, the weight of responsibility falls onto the teachers to improve their learning experiences to more adequately prepare their students for the best learning environment that allows every student to thrive regardless of cultural background (Dean, 1989, 23). Firstly, teachers must be flexible to better learn their students' cultural backgrounds. This not only involves their heritage, but by also becoming accustomed to their students previous learning patterns (Nine, 1967, 92). One precaution language teachers need to make is avoiding the assumption that culture carries the same definition as nation. Although a student's origin plays an important part in their culture, culture can embody many aspects such as, “regional, ethnic, and religious affiliations - or in membership in subcultural groups that are defined by their practices for example, surfers, and hip-hop fans” (Menard-Warwick, 2009, 31). Although it may be difficult to become accustomed to multiple cultures within one classroom, teachers owe it to their students to educate themselves adequately (Dean, 1989, 23). Lastly, teachers can help reduce the stress of students experiencing culture shock by creating sustainable relationships. Not only between classmates, but with the student's parents and family members as well (Winkelman, 1994, 124). By having solid relationships, this allows students to have

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a support system they can confide in when experiencing moments of cultural shock.

The Aide of Visuals in Helping with Cultural Shock

When most English language learners enter their new environment, they come with very little knowledge with the English language. Therefore, there is a language barrier between teachers and students. This not only hinders learning but can be a point of frustration for both the teacher and students. Because of this, children rely on the use of visuals as a form of communication and the find meaning in their new environment (Cooper, 2002, 139). By using visuals, it can help center the student's thoughts in a new environment that is confusing and complex to new learners. Although most language learners can not read, all students have been learning with their sight since they were born (Cooper, 2002, 140). By using visuals, it allows students to be more involved in their learning. A form of visuals that can help students transition is projects such as dramatic play. Dramatic play allows students to practice their new language in a controlled setting without fear of messing up. When students become directly involved in their learning, they gain a personal interest in their learning and create a positive outcome while learning (Taylor, 1983, 71). Teachers help expedite their student's accumulation to new environments by providing them the correct tools to prepare them. Increasing their student's accumulation aides in providing their students a steady pace of overcoming culture shock (Dean, 1989, 23).

Conclusion

Culture shock can be a highly stressful and traumatizing time in a student's life when entering a new environment. However, with the use of proper strategies such as visuals, understanding cultural shock, and teachers being properly prepared, teachers are more successful in helping their students overcome cultural shock. By taking these precautions, teachers can better prepare their students to thrive in their new environment. By learning a new culture, students gain a new understanding that allows them to benefit from new experiences. Vince Gowmon, an author and speaker, once said, "You cannot make people learn. You can only provide the right conditions for learning to happen" (Gowmon, 2019).

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Advocacy Report

Abasi McKinzie
Advocacy Representative

This year's TESOL Advocacy and Policy Summit was yet again another enlightening and educational experience. However, I would not like to report on the intricacies of the policies that were discussed as much as the process that is just as important, if not more so. I am not disparaging the information that was presented because it was great information that will be useful to explore (I will list an app at the end of this article that can be extremely useful.). Nevertheless, learning about developing relationships with the staff of the influential politicians is crucial to trying to affect the policies and garner support for the bills that will positively impact the families of the populations that we serve. Over the past three years, I have been able to meet with the same staff member for Lamar Alexander. This has been extremely beneficial because the normal niceties and formal introductions can be reduced and substituted for substantial talks about the asks that we fly to DC to request. Additionally, the entire process of meeting and making friends with different attendees of the summit from Tennessee and other states can be extremely useful in advancing ideas that can support and help local as well as statewide initiatives for change.

Now for the information about the app: you will have to go to the app store for your phone and download the Voter Voice app. Once you open it, search for the TESOL International Association as an organization with which to connect. After signing up to the TESOL page, you will have information about a myriad of political information for our state (or any state, actually) at your fingertips. Bills, petitions associated with TESOL and other information is readily available to help you become educated on what is happening so that we can be properly informed when advocating for English Learners. I look forward to hearing about the great things that are happening with advocacy across the state!

**Learning about
developing
relationships ...
is crucial**



How to? A lesson from the past

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As teachers we always look for new and ‘correct’ ways to teach our English language learners (ELLs). I try to find the answer in literature and research. From scholarly literature we—teachers can learn what to do and what not to do in our teaching practice. I would like to share lessons of critical pedagogy, I took away from one of the most influential educationists of the past decades—Paulo Freire.

Freire saw the learning process as a path for liberation or oppression. Freire (2012) identified a banking concept of education as a process where “knowledge is a gift bestowed by those who considered themselves knowledgeable upon those whom they consider knowing nothing” (p. 72). In that type of setting, it is the teacher who takes on the identity of the experienced and informed, considering the student as a passive recipient. It is the teacher who teaches and the students who are being taught, the teacher who acts and the students who seem to act, the teacher who chooses the curriculum and the students who receive it (Freire, 2012). In other words, “the teacher is the Subject of the learning process, while the pupils are mere objects” (Freire, 2012, p. 73). An educator deposits information into the passive students, who do not use their consciousness to critically think of their realities (Freire, 2012). Freire knew that the curriculum could domesticate and indoctrinate individuals, making them passive and accepting of the status quo. He, on the other hand, believed that education had the power to liberate and foster critical thinkers. Freire’s solution to the banking model of education was one in which a teacher and a student co-investigated, learning from each other. In Freirean pedagogy an educational endeavor is a collaboration and knowledge co-creation rather than knowledge deposition by the teacher onto a student. That “dialogical” (Freire, 2012, p. 117) process enabled a learner to reflect critically on one’s actions and forced him or her to question the curricula or even the system. Academic experiences can be what Freire (2012) called a co-creation of discourse, an engagement in critical and dialogical learning where students’ cultures, backgrounds, and languages are valued and recognized.

He, on the other hand, believed that education had the power to liberate and foster critical thinkers.

Currently, it is estimated that over 10% of ELLs are enrolled in U.S. schools (National Center for Educational Statistics, 2016). Administrators, faculty, and staff should strive to provide equitable learning environments for this growing generation of youth with Freirean dialogical education in mind. The recommended co-investigated knowledge, thus curriculum, can provide a context for academic social justice: An education that values diversity and inclusion, where ELLs are seen as contributors to the

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school and classroom settings. The conversation about serving all students in P-12 settings should continue to rise and bring awareness to the need for multicultural acceptance.

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Teaching with Primary Sources

As 2019 moves into its last month, it is time for our last newsletter of the year: https://library.mtsu.edu/ld.php?content_id=51326461. For December, we are exploring the connection between technology and entertainment. In this issue, you will find lesson ideas on Evolution of the Movie Theater, Early Music Recording, Route 66 and the Coming of the Interstate. Also, be sure to check out the Featured Feature on the National Film Registry.

Be sure to check out our upcoming workshop calendar for 2020 events: <https://library.mtsu.edu/tps/workshops>.

Have a wonderful holiday season everyone!!

Happy reading everyone!

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OF CONGRESS**

**TEACHING
WITH PRIMARY
SOURCES**

Consortium Member

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



Middle Tennessee ELL Collaborative

The first session of the 2019-20 **ELL Collaborative** was held on Oct 4, 2019. As always, it was held at MTSU's Center for Educational Media and Professional Development, located in the **McWherter Learning Resources Center, Room 101**. District administrators and coordinators, ESL teachers and "Gen Ed" classroom teachers were all invited to attend. The focus of the 2019-20 Collaborative sessions is **Partnering With "Gen Ed" Teachers of English Learners**.

Sessions on Oct 4:

- Navigating Mindsets around ELs – Strengthening Teachers' Understanding of English Learners
Kristina Danko, ESL Instructional Facilitator, Rutherford County Schools
- QuickShares – Feedback to TNDOE on proposed changes to ESL Program Policy 3.207 (separate sessions for teachers and administrators)
Laura Clark, CEM/PD, MTSU
Joseph Whinery, Williamson County Schools
- Scaffolding and "Juicy Sentences" – Partnerships Between Teachers of ELA and ESL
Kevin Stacy, ELL Coordinator, Clarksville-Montgomery Schools

We're starting our third year of the **ELL Collaborative @ MTSU**, offering professional development for educators who work with English Learners – ESL teachers, general education teachers, administrators, coordinators, directors in schools and districts in Tennessee. The ELL Collaborative is part of a broader professional development initiative known as the PK-12 Collaborative @ MTSU. It is sponsored by the Center for Educational Media and Professional Development in MTSU's College of Education. We hold Collaborative meetings during the school year, as well as a summer conference, the ELL Collaborative Summer Academy, partnered with TNTE SOL as a Mini-Conference. We schedule our school year sessions to consider school schedules, holidays and testing. **To date, more than 300 educators from 40+ school districts in Tennessee** have participated in the ELL Collaborative meetings and summer conferences. 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!)

For more information, contact Laura B. Clark, Ed.D. or Jenny Marsh at the Center for Educational Media, Middle Tennessee State University (jenny.marsh@mtsu.edu).

Next session, December 18th topics: Co-teaching Strategies—Partnerships between Teachers of ELA and ESL; QuickShares—"Popcorn" Brainstorming Sessions for Participants to Share Best Ideas for Newcomers; Essential 8—SIOP at a Glance.





2019 WIDA Annual Conference

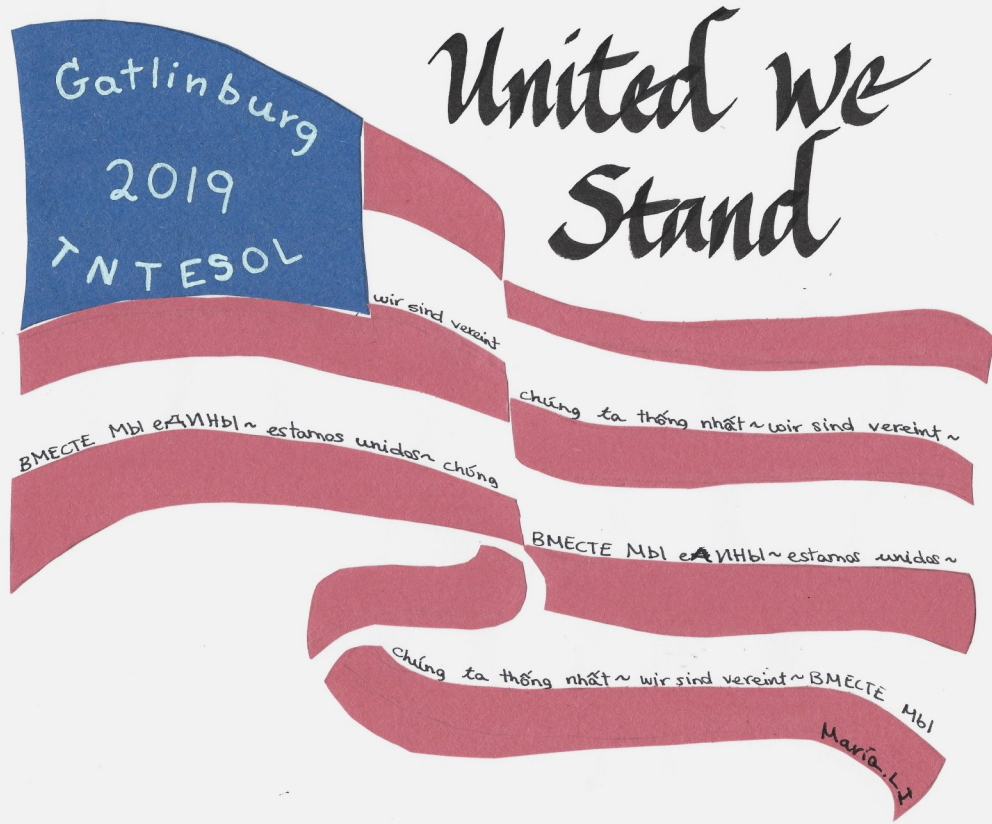
October 15 - 18, 2019

Rhode Island Convention Center in Providence, RI



Teaching for Equity in a Multilingual World

Annual Conferences



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.

Search For Student: Enter Info 1, Enter Info 2, Enter Info 3

Access Scores

2015 And Above Test Results

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

Enter Additional Comments:

NEXT

Enter State ID & Access scores are instantly retrieved



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Future Tense: Entering an Age of Empowerment
**Southeast Regional TESOL
 Conference 2019**

hosted by SSTESOL

At the DoubleTree by Hilton
 (Across from Universal Studios)
 78o Major Blvd., Orlando, Fl, 32819

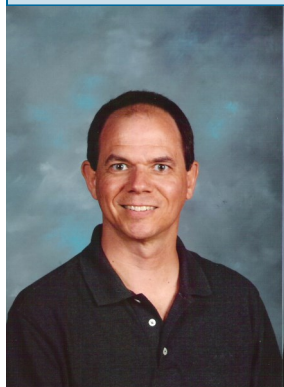


November 5 - 9, 2019



<https://web.cvent.com/event/d8864590-8ad9-4156-80a4-19bd169e9014/summary>

TNTESOL Board of Directors—Slate of Nominees



President: **Joseph Whinery** is the ESL Supervisor for Williamson County Schools. Together with 30 full-time ESL teachers and two teacher assistants, about 700 English Learners from a wide range of heritage language and country backgrounds receive support in the program. He has served on the TNTESOL Board as an elected member since 2014 as well as the non-voting position of www.tntesol.org webmaster. Joseph is the Conference Chair for TNTESOL 2018 which will be co-hosted by the Williamson County Schools and Franklin Special Schools District in Franklin, TN. He is one of eight ESL Regional Advisors assisting the Director of English Learner, Immigrant, and Migrant Programs to organize and conduct area PLCs and other professional development opportunities for both ESL and general education teachers.



1st Vice President: **Renee Tolliver Combs** has been teaching ESL in Campbell County, Tennessee since 2002 where she designed and implemented the program. Since its inception, she has been the only ESL teacher in the county serving between 20-30 students at 4 schools per day. At the age of eighteen, she left her home in Kentucky to work in Paris and spent the next eight years living and working throughout Europe. Living in various countries and traveling for work to many others, Renee has an intimate knowledge of her students' struggles. She also learned what it took to learn different languages and is fluent in Spanish, Italian, and English. Upon returning to the United States, Renee completed her B.A. in Spanish at the University of Tennessee and a Master's in Education (emphasis: Spanish and ESL) Renee is intimately involved in the lives of her students and their families. She teaches an adult ESL class at her church to service the needs of her students' parents, as well as providing numerous extracurricular activities for her students outside of school. They are her joy.



2nd Vice President: **Hannah Gribble** is an ESL teacher with experience in elementary, secondary, and graduate level teaching. She has taught ESL for thirteen years in the Warren County Tennessee School System. She has also taught graduate level courses in Teaching English as a Second Language at Lipscomb University. She has been a member of and attended most TNTESOL conferences and several SETESOL conferences during this time. Hannah has earned a doctorate in Education Administration and a Masters and Ed.S. in Curriculum & Instruction with an emphasis in ESL. She conducted research on ESL teachers' perceptions on standardized test accommodations for ELLs for her dissertation. She has participated in bias review committees for TNReady in order to make assessments more easily accessible for all students. Her certifications include ESL, English 7-12, and a beginning administrator's license.

Continued on page 19

Nominees for Member-at-Large Positions

Vote for one person from each region.

West Tennessee



Amanda Harville

Amanda has been the K-12 ESL teacher for McNairy County schools for 17 years. She received her K-8 Bachelor's degree from the University of Tennessee at Martin. She earned her K-12 ESL endorsement from Union University and a Master's degree in Education with an emphasis in ESL. As an ESL educator, Amanda works to assist both her ESL students and their parents beyond the ESL classroom. Amanda's home base is located at Selmer Middle School where she also serves as the Yearbook Advisor, a tutor in the Afterschool Program, as well as a mentor for a variety of students in 5th through 8th grades. She has also provided several ESL and technology based in-services for classroom teachers in McNairy, Hardin, and Crockett Counties. In addition, she has presented at the West Tennessee Title I Conference and the West Tennessee TATESOL Mini-Conference. She is currently working with her ELL students and parents to prepare a Multicultural event that will take place at the University of Tennessee at Martin's Selmer Center. Her students and families will have the opportunity to spotlight their diverse cultures. Each family will be assigned an area to decorate, and they will be bringing in music, artifacts, and food for the visitors of the event to sample. When Amanda is not fulfilling her role as an educator, she is a wife.



Nancy Ibrahim

Nancy is entering her sixth year as the English as a Second Language (ESL) Coordinator in Jackson-Madison County Schools located in Jackson, TN. She also serves as the Southwest ESL Regional Advisor. Nancy previously taught English as a Second Language (ESL) for eight years. She has her Bachelor's and Master's degree from the University of Memphis. Mrs. Ibrahim's parents are immigrants to the United States. She is very familiar with what it is like growing up with a second language in the home and the struggles that can come along with it. This is what motivated her interest in ESL many years ago and is the reason she tries to motivate English Language Learners daily to build their self-confidence.



Dr. Suzi Miley

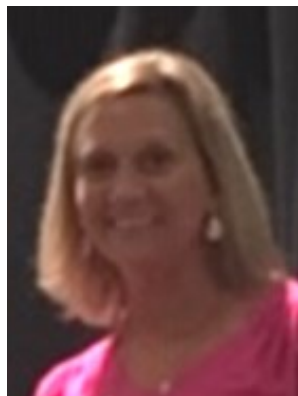
In addition to having considerable experience as a second language educator, Dr. Suzi Miley has administered professional development workshops in the area of second language acquisition at the local, state, and regional levels. In addition, she has researched, authored, and published educational material to implement strategies that address education, language, and social needs of culturally diverse students. She is currently the Director and Assistant Professor of the Master of Education in Literacy with Emphases in English as a Second Language program at Freed-Hardeman University.

Continued on page 20

Nominees for Member-at-Large Positions

Vote for one person from each region.

Middle Tennessee



Tracy Brown

My name is Tracy Brown and I am the ESL teacher at Mt. Juliet Elementary in Wilson County. This year will begin my 22nd year of teaching. I have taught 1st and 3rd grades (general education and EL), 5th, and 6th in Virginia, New York, and Tennessee! I earned my Bachelor's degree in education from SUNY Fredonia, Master's degree in reading from St. Bonaventure, and ESL endorsement from UTC. I was recognized as Teacher of the Year for both Mt. Juliet Elementary and Wilson County in the 2017-2018 school year! It was quite an honor, and I am extremely proud to be part of such a wonderful county! In addition, I was recognized as TNTESOL Teacher of the Year 2018.

I truly have a heart for EL students. My desire is for my students to feel included and successful in their everyday learning at MJE. They have many opportunities to do this through language club, multi-cultural night, and many other after school activities. In addition, I do all I can to show them I'm rooting for them to succeed! The love I have for them is shown through the strong relationships we build with each other throughout the school year. They mean so much to me and it's my goal each day to make them feel that way!



Kisha C. Bryan

Kisha is an Assistant Professor of ESL Education in the Department of Teaching & Learning at Tennessee State University. She earned a Ph.D. in Curriculum and Instruction with a specialization in ESL/Bilingual Education from The University of Florida in Gainesville. Kisha currently teaches TESOL and general methodology courses. Her research focuses on immigrants' intersectional identities and the role of language, literacy, and racial ideologies on immigrant identity construction. She serves on the Gender and Sexualities Standing Committee for the Literacy Research Association (LRA) and was a 2016-2018 LRA Fellow. She has served in leadership roles in both TexTESOL IV (Texas) and Sunshine State TESOL (Florida). Kisha has been named amongst TESOL International Association's *30 Up and Coming Scholars*. She is a contributing

author in *Advocacy in English Teaching and Learning* (2019), *Underserved Populations at Historically Black Colleges and Universities: The Pathway to Diversity, Equity, and Inclusion* (2018), and *National Council of Teachers of English's Voices from the Middle* (2017).



Brenda Smith

Brenda has been teaching ESL for 10 years and wants to become more involved as her own children are now grown.

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Middle Tennessee



Molly Stovall Hegwood

Molly is the Executive Director of English Learners for Metro Nashville Public Schools. Born and raised in Nashville, Tennessee, Hegwood graduated from Hillsboro High Comprehensive School and went on to attend the University of Tennessee Knoxville, where she earned Bachelor's and Master's degrees in Human Ecology and Early Childhood Education. Two years later, after living abroad in Turkey and China, she discovered a passion for helping English learners. This experience led her to pursue a certification in English Language Development from the University of Tennessee Chattanooga.

Her first position in MNPS was an EL teacher at John B. Whitsitt Elementary. There, Hegwood supervised an evening tutoring program and partnered with the Office of English Learners in their adult literacy program. Hegwood began her journey with the Office of English Learners in 2011 as an English Language Development Coach, supporting EL teachers and leading professional development on effective lesson delivery for multilingual students. These experiences marked key moments in Hegwood's life and fueled her desire to take bigger steps in support of English and adult learners.

In the past eight years, while leading district-wide EL initiatives, Hegwood has built a reputation for developing positive relationships with teachers, school leaders, central office departments, community members, and neighboring districts in Tennessee. She brings a spirit for collaborative leadership powered by a deep knowledge of instructional practices.



Lindsee Stephens

Lindsee is an ESL teacher from the mid-state region at both Poplar Grove Elementary and Poplar Grove Middle Schools in Franklin, Tennessee. She is originally from Freeport, Illinois and received her undergraduate degree from Northern Illinois University in Elementary Education. After moving to Tennessee in 2011, she started her teaching career and is now in her 8th year of teaching. Lindsee started off her career as a general education teacher, where she taught both first and third grades. After receiving her Master's Degree from Middle Tennessee State University, she acquired a position as an EL teacher in the Franklin Special School District. A few years later she obtained her Ed.S. in Administration and Supervision.

Lindsee has found that teaching EL students is her true passion, and has loved being able to spend time in both the elementary and middle school settings. She is constantly learning from other professionals, literature, and her students.



Jean McMahan

I have taught ELL/ESOL for 30 years, Pre. K--Adult. I began my teaching career in Southern California. My family and I moved to Columbia Tennessee in 1998 and I began teaching in Maury County. For many years I was itinerant serving elementary, middle and high schools as well as K-12 buildings. I am currently a full time ELL teacher at Columbia Central High school. I have been a member of TNTESOL for over 20 years and I served on the TNTESOL board, was conference chair in 2007 and president in 2009. I have benefited so much over the years through this membership that I would love the opportunity to give back

by serving Middle Tennessee on the board of TNTESOL again.

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Nominees for Member-at-Large Positions

Vote for one person from each region.

East Tennessee



Tammy Hutchinson-Harosky

Tammy is a native of Bristol, VA. Tammy received her BA in English/Secondary Education and her MAT – English as a Second Language from Carson-Newman College in Jefferson City, TN. Tammy received her EdS degree from Lincoln Memorial University and her EdD in Teaching English as a Second Language from Northcentral University. Tammy worked in the public school system for nineteen years where she taught English, Spanish, Journalism, and ESL. Seven of the nineteen years were spent as the ESL instructor for Bristol TN City Schools. Tammy served ESL students from PK-12 in BTCS. Tammy has also taught ESL courses for ESL students at the Community College level and ESL survival courses for adult ESL students. In the fall of 2013, Tammy accepted a full time Assistant Professor position in the Teacher Education department of King University in Bristol, TN. Tammy serves as the ESL Program Coordinator. Tammy's specialty is Literacy and ESL. Tammy has been married for 19 years to Chris Harosky. They are the proud parents of two daughters – Hannah, age 18, and Haley, age 15. Tammy has previously served as president of TNTESOL and has a passion for ESL instruction throughout the state of TN.



Beth Houck

Beth Houck received a B.S. in elementary education from Tennessee Temple University, Chattanooga, TN (1974) and ESL certification from NC State University (2008). She was a SIOP Coach and ELL Support Team Member for 5 years with the North Carolina Department of Public Instruction, which entailed providing SIOP, ExC-ELL, and WIDA training to ESL teachers and curriculum coaches at various schools within North Carolina. She also furnished professional development in ExC-ELL strategies to K-5 teachers and principals at the Growing Success for ELLs Conference in Greensboro, NC (2014), and presented Dr. Kate Kinsella's academic vocabulary strategies at the 2018 TNTESOL Conference in Franklin, TN. She has taught English as a second language to adults at her church in NC (2004-2007) and Iraqi refugees in Amman Jordan (June, 2006), as well as ELs in NC for grades two through five, but presently teaches high school ELs in Pigeon Forge, TN. Most recently, she has been asked to join the advisory board of the Sevierville Campus of ETSU to provide input and advice for enhancing their add-on ESL certification courses.

Her favorite quote is: "Freedom is never more than one generation away from extinction. We didn't pass it to our children in the bloodstream. It must be fought for, protected, and handed on for them to do the same, or one day we will spend our sunset years telling our children and our children's children what it was once like in the United States where men were free." —President Ronald Reagan

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Continued from p. 22

East Tennessee



Heather Honeycutt

Heather Honeycutt has been teaching ESL in Rhea County for eight years. She has also previously been a reading and 5th grade English teacher. Heather loves teaching ESL because of the special, long-term relationships she can form with her students and the growth she sees in them. She is also the coordinating teacher for Rhea County Schools. In her free time she enjoys hiking, decorating, and eating good food with friends and family.



Heather Lowery

I have been teaching ESL for 7 years with experience ranging from the college level to Kindergarten. I currently teach at Alcoa Middle and High Schools. I am the WIDA Testing Coordinator for my district and have led EL PD sessions both in my schools and at East TN Federal Programs conferences. I'm also a wife and mother of three children and two fur babies! I enjoy yoga, hiking, and cooking healthy food.



Inna Slisher

Inna is a passionate teacher of English Language Learners (ELL) at Adrian Burnett Elementary, Knox County Schools, in Knoxville, TN. Previously, Mrs. Slisher was invited to participate in the Youth for Understanding Exchange Program/Freedom Support Act by the U.S. Department of Education and enriched her world-class experience by studying with college students from Europe and Asia. She initiated her formal training by obtaining a Bachelor of Arts in Philology/English Language and Literature at the UNESCO-accredited Cherkasy National University, Ukraine. Mrs. Slisher continued her professional education and pursued a Master of Arts in Curriculum and Instruction/Teaching English as a Second Language from Carson-Newman University, Jefferson City, TN. At that time, she was also inducted into the Gamma Beta Phi National Honor Society. In the spring of 2019, Mrs. Slisher was selected to be on the team of presenters at the District Learning Day of the Knox County Schools, as well as TNTESOL conference. Mrs. Slisher will be graduating with an Education Specialist degree in Instructional Leadership from Lincoln Memorial University, Knoxville, TN in December 2019.

*Active members are encouraged to vote in the annual election.
Members received an email invitation with directions and the voting link.*

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.

Grant Opportunity for Volunteer ESL Programs: Edie Barry Scholarship

Edie Barry (1948-2013) was a dedicated teacher and a committed member of the TNTESOL organization. In addition to this professional service, she actively served as a volunteer in a faith-based organization which provided ESL services to her community. In memory of Edie, and to honor her service, TNTESOL has established a new scholarship for those working in volunteer settings

Edie Barry Scholarship Criteria:

Must be a volunteer (not paid) teacher or program administrator at a faith based or community organization which provides ESL classes for community adults.

Must join TNTESOL (paraprofessional level)

Must plan to use funds within 90 days of receipt for one of the following (a detailed description must be included with the application):

Materials to train volunteer teachers

Training opportunities for volunteer teachers

Teaching materials for the faith-based or community ESL classes

Prior to receiving funds, recipients must submit an article for the TNTESOL newsletter, describing the program and how the requested training or materials will serve the community and improve the quality of English classes. They must also write a letter to be sent to the Barry family.

TNTESOL Opportunities

Consider getting involved in
your professional organization.

See the website (www.tntesol.org) for details.

The publications committee is always looking for help from members.

Your Space

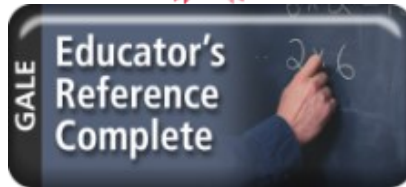
Please consider sharing your ideas, articles, photos, news, etc.

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



Tennessee Electronic Library

Free resources for Tennesseans

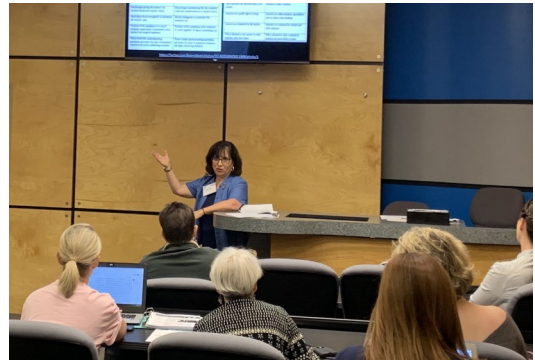


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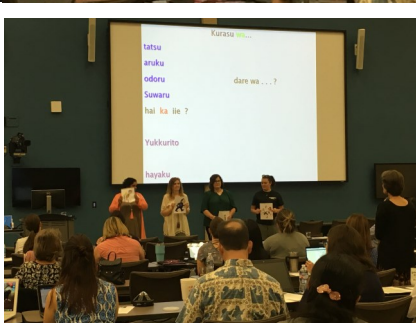
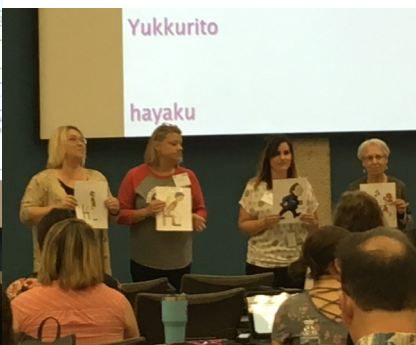
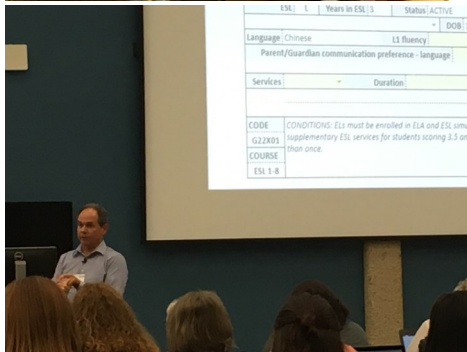
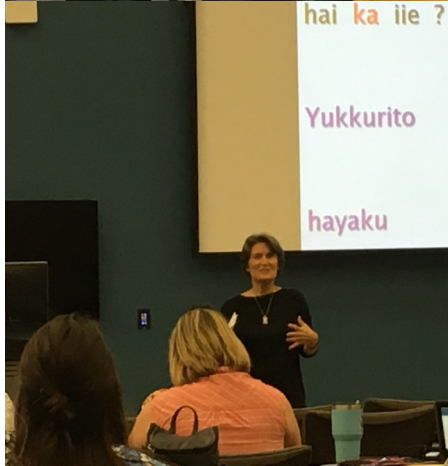
The Tennessee Electronic Library (TEL) is an online library that gives Tennessee residents access to magazines, journals, newspapers, essays, e-books, primary source materials, test preparation, homework help, genealogy records, career search, and more! TEL resources are available free to the public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



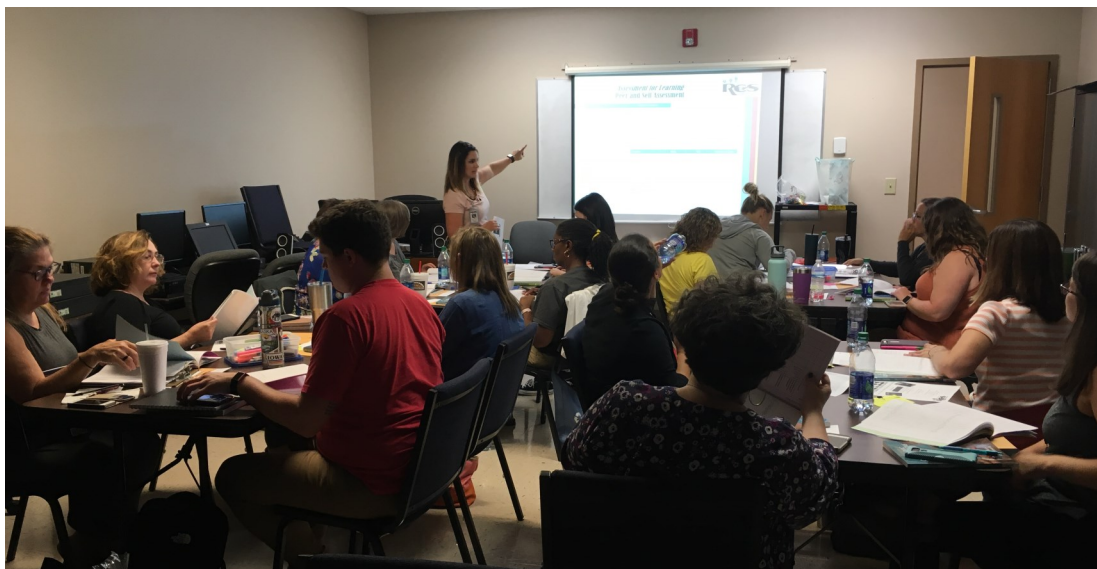
2019 ELL Collaborative Summer Academy: TNTESOL Mini-Conference



Held on July 11–12, 2019 at Middle TN State University, this event had 148 participants from 30 school districts in Tennessee.



The Practitioner's Corner



Academic Discourse Institute

Teachers in Rutherford County received training in July followed by ongoing individual follow up observations and mentoring meetings to improve student conversations. Speaking scores on the WIDA rubric are expected to soar as teachers intentionally implement instructional strategies with students in mind. Instructional Facilitator, Kristina Danko, designed the institute, created the application process, and provides the coaching for each participant.



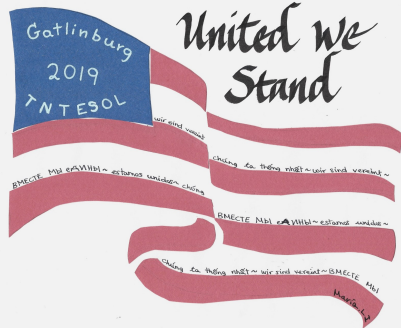
Apply Now to Become an English Language Fellow

The U.S. Department of State's [English Language Fellow Program](#) sends experienced U.S. TESOL professionals on 10-month paid teaching assignments at prestigious universities and academic institutions in over 80 countries. In return, the program provides participants with a platform to build professional skills and networks that can greatly enhance their TESOL careers. The [application](#) for the 2020-2021 cycle is now open! Apply by December 31, 2019 for priority consideration.

Rotation of Southeast TESOL Conferences

- 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)

Next Newsletter Issue:



TNTESOL Annual Conference

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

SAVE THE DATE



*Would you like to advertise
in this newsletter?*

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

- The ad sizes and prices are:
- 1/8 page - \$100/issue or \$250/year (3 issues)
- ¼ page - \$150/issue or \$400/year (3 issues)
- ½ page - \$250/issue or \$600/year (3 issues)
- Full page - \$400/issue or \$1000/year (3 issues)

Payment is sent directly to the TNTESOL Treasurer
treasurer@tntesol.org
351 Stumpy Lane, Lebanon, TN 37090

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*The editorial committee of
TNTESOL
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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 December 15, 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

Discounts on conferences

Jobs postings

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

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

Annual membership dues are just \$15.00!

www.tntesol.org



www.tntesol.org