



BEST of TNTESOL 2008

Here, the three winners of this year's Travel Grant awards provide a look into their presentations to be given at SETESOL this Fall

TASC: Dynamic Lesson-planning Step by Step

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[A Best of TNTESOL presentation]

Here's something to try while reading the summer issue of the *TN TESOL Newsletter*. Go to this address (or click the link if you are reading this article online):

<http://systemact.nl/esl>. Log in with the username and password of [malias] – minus the brackets. There. You have just entered *ESL TASC: Teaching Alignment of Standards in Curriculum*, a website designed to help you plan lessons grounded in the framework of our ESL curriculum standards as adopted* by the State Board of Education. Not just the entire set of standards (which already exists online at http://state.tn.us/sbe/Nov07/VE_ESL_CurrStds.pdf), but a *dynamic* set.

Dynamic, in this context, refers to the physical arrangements an individual user makes with the content displayed on a website and then returns to that exact arrangement at subsequent visits to the website. It is a way for users to shift items (pictures, text) around on a webpage and leave them as they are rearranged. On most dynamic sites, the arrangement of content changes as

soon as any user moves the items. TASC is different in this aspect: the content is uniquely arranged by each user so everything stays the same until that individual user makes another change.

Let's try an example together: We are going to plan lessons for a group of third-grade students who have the lowest ELDA or placement scores. And we are going to plan this particular lesson around the ESL standards in reading.

- From the pull-down menu of "Please select a group" choose **3rd Grade (NEP)**. You can leave the other choices (Create new group; Period) alone for now.
- Click [Continue]. You now see three columns: Standards / MyTASC / Ready for Review. Think of these as lists of "To Do / Doing / Done".
- Just above the columns, there are pull-down menus; choose **Grade 3** from "Make a selection", leave the proficiency at **Beginner**, but choose **Reading** from the language domain.
- Leave the checkmark on "Matching Accomplishments" and click [Select Objectives].

In one or more of the three columns, descriptions of the ESL Curriculum Standards appear. These descriptions can be manipulated by clicking (holding) and dragging them from one column into another. Try it. You will notice that the color changes as the item is dropped into a different column. It is like having sticky memos that can change colors as you move through your "To Do" list.

Before continuing with the site, here is that unique feature of TASC: As each person who reads this article follows these steps and makes changes in the content, everyone else views the way it was left by the previous user. And each change subsequent users make then becomes the default for the next user. That effect may sound confusing, impractical, and almost useless; the reason is that it's a guest account with multiple users.

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TASC, continued from p. 1

Think about how TASC functions, however, if you are the only person using the account of "malias" and no one else has access to it. Do you see that the arrangements you make will remain for you to come back to, at any time, from any school or home computer? You can try it for yourself. After you change a few items here, log out and then log in again. Repeat the steps to get to the Grade 3, Beginner, Reading standards, and you will see everything just as you left it.

Experiment with some other features of TASC:

- Remove the checkmark from "Matching Accomplishments", and you will see a much larger list of standards; the checkmark limits the overwhelming number of standards to just those specified for certain grade and proficiency levels.
- Click on the item (instead of dragging and dropping); a pop-up box will appear in which you can write notes to yourself about the resources you need to conduct this lesson or follow-up reminders after the lesson about what you need to do next time.
- Change the domain from Reading to Listening, Speaking, Writing, or Math. When you [Select

Objectives], the appropriate sets of standards will appear for each domain.

- You could, though probably would not need to, change the grade or proficiency level for this group of learners; instead, add a unique profile for each group of learners at anytime. Go to "Select a Group" to see how this feature works.
- TASC is easy to navigate; even as you add or remove class identities, you can return to your lessons at "My Workspace". (However, if you peek into the settings of 'My Account', please do not change the password from 'malias'!)

With the considerable talents of Henk Burgstra, a website designer (and guru of PHP scripting) in the Netherlands (<http://systemact.nl>), TASC is the result of my action-research project designed to increase accessibility, ease, and frequency of use of curriculum standards by ESL teachers. I also developed training sessions to assist ESL teachers in generating scope and sequence alignments of state ESL curriculum standards using the TASC program; this article is a very abbreviated version of that training. So many of our

Continued on p. 4

Kindergarten Literacy

[A Best of TN TESOL presentation]

Jamie Wolfe
Knox County Schools

When ELL students arrive at school, they face the daunting task of acquiring both a second language and literacy skills. The teachers' challenge is to provide these students with engaging activities rich in language and literacy. I have had success with this task using the book *Brown Bear, Brown Bear, What Did You See?*, emergent readers, Zoo Phonics, materials from *Words Their Way*, and interactive writing.

Brown Bear, Brown Bear, What Did You See? is a great first book to share with ELL students. The simple text and clear illustrations make the book comprehensible for students with very little English or literacy skills. Further, my students love this book and request it even after reading it over and over again. Maybe it's because I give them craft-stick "puppets" and ask them to participate in reading the text with me. Besides repeatedly reading the book and using the puppets, I also help students learn the concept of a word during this unit. I copy the text on chart paper, and we practice reading one page at a time. I model pointing to each word with a wand, then the students take turns doing the same. Next they must re-construct the text in their own Brown Bear books by sequencing and gluing sentence strips. We also do some discrete practice of the color and animal vocabulary using the Total Physical Response method – just to be sure the students know the difference between "brown" and "bear." It takes us several weeks to go through the whole book, but by the end, the students memorize the text and begin to track the print with their fingers when they read.

After completing the unit on *Brown Bear, Brown Bear, What Do You See?*, I also introduce my students to emergent readers in guided reading sessions. I find readers that have a repetitive text and pictures that clearly illustrate the vocabulary. I follow the same general routine for each book. First, we discuss book parts. In the beginning, this may be as simple as finding the front cover. As students progress, I teach title, author, illustrator, title page, etc. Next, we take a picture walk, discussing the vocabulary and action in each illustration. I may ask students to use their new knowledge of letter sounds to locate a key word in the text. Next, we echo read the text. I model reading one sentence at a time and the students echo me. I always emphasize tracking with our finger wands at this time. Next, we read the text together in chorale reading. Finally, the students read with a partner or by themselves. At the beginning of the year, this is very difficult and we do little of it. As the students progress, we do this more and more. I spend as many days as needed on each book. In the beginning, I may need to

several days on one reader, but as the year goes on, we may only need one or two days per reader.

As the students begin to become aware of print, I start teaching the alphabet to them using various methods. I post their names on the wall, and we always look for the letters in their names. They quickly learn their letter and then their friends' letters. Since I learned the Zoo Phonics program in March, I have been using it to introduce the letters and sounds to my students. They all really enjoy the animals and movements, and they showed great growth in remembering the letter sounds just between March and May. I also use materials from *Words Their Way*. In this program, students are taught to recognize sounds and patterns in words. At the emergent level, two letters are introduced at a time. The students (after teacher modeling) sort pictures based on the beginning sound. This helps my students acquire English vocabulary and learn the letter sounds.

Interactive writing is a dynamic process where students work together with the teacher to apply their knowledge of letter sounds to write their own text. My classes always have fun with this activity. I do not introduce it until most of the students in the class know some letters. We write about something that is going on in our class at the time. To keep it simple, our text might only be one word. More advanced students can write a sentence or even a paragraph. To model how to write, I use a slinky or "word stretcher" and slowly say the word we have decided to write. The students try to recognize the sound and write the letter that represents it. One student volunteers to come to the easel or board and write it. Some recognize the letter but need teacher help to write it. Everyone gets a turn writing. If a student does not know a letter, I tell him the letter, and he writes it. At the end of a word, I use a spaceman to mark the space we must leave before writing another word. The students can copy the text on their own papers and even practice reading it when the writing is completed.

By actively engaging students in simple, repetitive, meaningful, and authentic literate activities, ELL students can acquire a second language and literacy skills at the same time.

Jamie Wolfe is an elementary ELL teacher for Knox County Schools. She has an Ed.S. in reading education from the University of Tennessee.

Recommended Resources:

[Words Their Way: Letter and Picture Sorts for Emergent Spellers](#) by: Donald Bear & Marcia Invernizzi (2005) ISBN: 978-0131135918 *new edition coming out in August

[Words Their Way with English Learners: Word Study for Spelling, Phonics, and Vocabulary Instruction](#) by: Donald R. Bear, Lori Helman, Marcia Invernizzi, Shane R. Templeton, & Francine Johnston (2006) ISBN: 978-0131915671

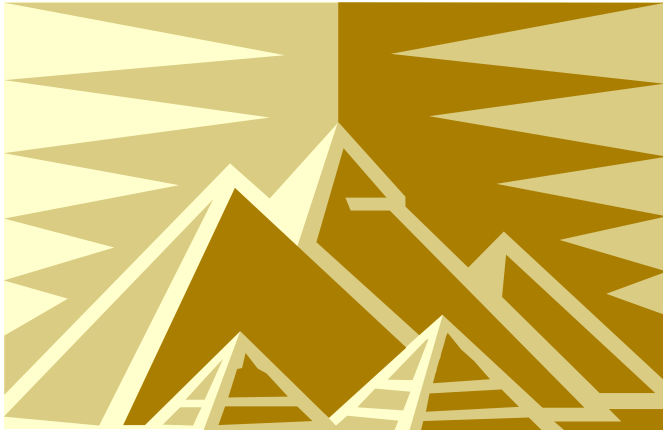
[Interactive Writing: How Language & Literacy Come Together, K-2](#) by Andrea McCarrier, Irene C. Fountas, & Gay Su Pinnell (1999) ISBN: 978-0325002095

Spacemen can be ordered from www.reallygoodstuff.com Item # 147635.

The Seven Wonders of Teaching Reading

Christine Tennyson
Central Middle School
Murfreesboro

[A Best of TNTESOL presentation]



Teaching reading can be a wonderful experience. Through experience, I have discovered seven aspects which make up a complete and wonderful reading program. Those seven aspects are

- make reading inviting
- listen to real English
- build background knowledge
- make reading have a purpose
- read poetry
- connect reading to writing
- read yourself.

When teachers make reading inviting, they give students choices of reading material and allow them to read on their own level in the closed-door comfort of a literacy-rich classroom. In that choice, students should have access to authentic English books and novels. They should be listening to "real" English. While engaging students in the reading process, it is important to build background knowledge so that they will understand their new learning. Another important aspect of reading is for reading to have a purpose. That purpose can be anything which includes the pure joy of reading. Many ESL teachers reject reading poetry because of the complicated language, but reading gives students exposure to other uses for language. Literacy skills are not complete until teachers make the circle of reading and writing. We write to learn to be better readers, and we read to learn to be better writers. Finally, no reading program would be complete if we as professionals do not read ourselves, keeping current on the latest young adult novels and professional articles and books. Reading is not just fundamental for students but also for us teachers. In all, if teachers incorporate these seven wonders of reading, they will have a successful reading program.

For links to ideas and to view the power point for this presentation visit my website:
<http://www.cms.rcs.k12.tn.us/teachers/tennysonc/Web/tstuff.html>

TASC , continued from p. 2

colleagues in Tennessee public schools are working in multiple locations, driving from place to place during their lunch break/planning time while balancing a turkey wrap and thinking about whether or not they remembered to put all the resources for the next lessons in the trunk of the car. Won't it be nice when this tool is available as a state-wide resource for ESL teachers to access, plan, and keep track of lessons without the burden of more papers to manage? That's my goal.

I would like to express my appreciation to TNTESOL for selecting my presentation at our 2008 conference for one of the travel grants to SETESOL this fall. I am proud to represent our state and show others in the region the way Tennessee ESL teachers can construct lessons anchored in state curriculum standards.

* When I created TASC, the database of curriculum standards was derived from CELLA, not ELDA, benchmarks. However, another advantage of TASC is that changes in state standards are easily updated simply by adjusting the content of the database. ●

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Message from the President

Jean McMahan
Maury County Schools
TNTESOL President

Past, Present, Future

Summer is here! What a wonderful gift to teachers for all their hard work. Gifts of time to relax, recover, and retool for next year. I hope you are enjoying this down time as much as I am. The neighborhood barbecues are putting out a delicious fragrance and the children catch lightning bugs in glass jars. As I sit on my porch swing with my dog at my feet, sipping my iced tea, I reflect on the past and ponder the future.

I think about our 30th year anniversary celebration in Memphis; the extraordinary presentations, the music, the snow, and the many past presidents who were honored at the luncheon. We have grown a great deal as an organization in the past 30 years, not only in numbers, but as a respected and vital affiliate of International TESOL. I was proud to represent TNTESOL in New York at the annual TESOL convention where we were complimented for our written 30-year history, our exemplary newsletter, our membership retention, and our mini-conferences. At present, the Board is working hard for you, to continue the success of the past. There are already two mini-conferences in the works for the fall, and we are hoping for more. We are participating in the SETESOL conference by sending our best, Christine Tennyson, Joseph Whinery, and Jamie Wolfe, to present in Birmingham, Alabama. Tracy Bullard and her committee are planning a terrific TNTESOL conference to be held this year in Williamson County. We also plan to continue serving you, our members, as best we can. Our website (Thank you Johnna!) is updated regularly; it takes only a few minutes to take a look and see what's new. Our newsletter contains a great deal of information as well as ideas for you to use in your classroom. This year we are excited to be launching the *TNTESOL Journal!*

The successes of the past have been due to the vitality of our members, and the present looks great! But it all depends on you, so I ask you to take some time this summer to think about what this organization has meant to you, what we can do for you, and what you can do for TNTESOL. Contact a board member with your thoughts, and we can work together to ensure the future. ●

...POLITICS, RELIGION, SEX... Controversial Topics in ESL Writing Classes

Greg Bock
Ph.D. Candidate
University of Tennessee, Knoxville

After reading the umpteenth argumentative essay on the dangers of cell phones, smoking, etc., my pedagogical gears started turning on ways to leave mundane topics behind for more polemical issues. However, the immediate problem I faced was that many of the hot-button sociopolitical issues seemed too complicated to ask college-aged ESL students to write about. Nevertheless, I figured that it might work if the presentation of the material were handled in a creative and manageable way. Before long, I had my students writing about controversial issues such as abortion, biotechnology, and stem-cell research. In addition, class time had become more exciting as students became more involved, arguing for their diverse points of view.

This approach first started in a writing course at Cypress College in California, which I had been teaching for three years. The course objectives included, among others, preparing students for academic success by teaching advanced vocabulary, reading strategies, and different rhetorical-essay modes. Moreover, the syllabus stated that students will be able to demonstrate an understanding of some academic and technical topics, including the ability to take notes in a college classroom and formulate their own points of view.

Although these students were highly motivated, they found academic topics to be intimidating, and their abilities to use advanced reading strategies and critical thinking skills were minimal. Most had never even heard of subjects like embryonic stem cells let alone thought about the ethical implications of using the technology to treat diseases. So, for the first time in my young teaching career, I started incorporating advanced reasoning tools and ethical principles into my curriculum.

The first step I took was to teach the relevant essay mode: argumentation, for which I use my own acronym:

ARGUE

- Assemble the facts
- Read both sides
- Give your opinion
- Unpack your argument
- Eliminate the objections

These steps helped both to guide lesson preparation and to assess student writing. The relevant

Continued on p. 6

Topics , continued from p. 5

argumentative tools are introduced at this stage, such as supporting an argument by using logical or emotional appeals and avoiding informal fallacies.

Second, I introduced them to ethical dilemmas, which can easily be found online or in an introduction-to-ethics textbook. The following I adapted from a conference presentation by Joan Cube and Christina Park (2005):

1. Your best friend survived a serious accident but is paralyzed from the neck down. He is unhappy with his life and wants to die. He asks you to help him end his life. According to the principle you hold most dear, what would your decision be?
2. You discover a possible cure for cancer, but the only way to know for sure is to test the cure on human infants. According to the principle you hold most dear, what would your decision be?

Using ethical principles is one way to simplify the complicated field of ethics. I taught my students some of the most prominent principles, so that they could defend their moral claims (principles serve as justification for ethical decisions); these principles included the following: autonomy, the sanctity of life, privacy, the quality of life, justice, etc.

Finally, students chose writing topics. It was too much to ask my students to find the material themselves, so I collected popular magazine articles (e.g. from TIME) that

addressed various controversial issues. We prepared for the essay by writing short summaries of the articles and debating the issues in class. These debates were passionate, educational, and fun, and only once did they ever get out of hand (and then only because I had a student who was a little too passionate about everything). Before the students submitted a final draft of their papers, I had them summarize their paper's main arguments in front of the class; following this step, their classmates played devil's advocate, pointing out weak points in the arguments and offering suggestions for improvement. This procedure motivated students to work harder, knowing they were not just writing for me.

Student feedback was overwhelmingly positive. Students working on the abortion issue actually complained that there was not more time to debate the issue in class. Students writing about embryonic stem-cell research during the fall 2004 semester gloated that they could understand aspects of the presidential election and discuss the stem-cell controversy intelligently with their friends and relatives. When I taught a unit on reproductive technologies, I amusingly had even the most lethargic students in rapt attention, especially when I showed the PBS special, *Making Babies* (1999). In summary, using controversial topics has been a good experience overall, not only for my students but also for me, making writing classes much more exciting.

TN TESOL 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 **TN TESOL Newsletter** is published four 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 words. Of course, exceptions can be made! A bibliography is not necessary unless the article is research-based.

Send your ideas via e-mail, an attachment, and your personal information by the issue deadline to Lee Martin, lee.martin@vanderbilt.edu.

Deadlines
December 15
April 10
June 30

Publication dates
January 2009
May
July



A Teaching Portfolio, Two Surveys, and the Truth

Daniel Mangrum
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In the 1970's, the Canadian Association of University Teachers came up with the "teaching dossier", a supplementary document for evaluating teaching performance. In the 1980's, these dossiers were introduced to the United States and became known as teaching portfolios. By the 1990's teaching portfolios had found their way into the ELT profession and have been with us in one form or another ever since.

By now, we have all heard of the different benefits of maintaining a teaching portfolio. We've heard that doing so informs our practice by encouraging and facilitating reflection. We have also heard that a portfolio demonstrates our professional competence to both peers and employers. Additionally, we have heard that a portfolio shows current and potential employers the effectiveness of our instruction. After all these years of hearing about these benefits, has the message gotten through? Do most of us maintain some sort of teaching portfolio? Do we find teaching portfolios to be necessary and/or useful? Based on the responses to two different online surveys that I conducted in 2005 and 2008, I have begun to find the answers to these questions.

In 2005, I conducted my first online survey to find the answers to the questions above. Using the free service at www.my3q.com, I wrote a ten-question survey which I circulated primarily through the TESOL-L job list. Forty-nine people responded to these central questions:

- Do you have/maintain a teaching portfolio?
- What kind(s) of teaching portfolio do you have?
- Does your present employer require a teaching portfolio as part of a performance appraisal process?
- Have you ever been asked by a potential employer to submit a teaching portfolio?
- Is assembling/maintaining a teaching portfolio a worthy investment of your time?

Three years later, I conducted another survey online using www.surveymonkey.com. This time I worded the ten questions a little differently, but I still circulated the survey through the TESOL-L job list. At the time of this article, 30 people had responded to these central questions:

- Do you maintain a teaching portfolio of any kind?
- If you maintain a teaching portfolio, what type of teaching portfolio do you maintain?
- Does your current employer require some sort of portfolio as part of the performance appraisal process?
- Have you ever been asked to submit a teaching portfolio as part of the application process for a

teaching job?

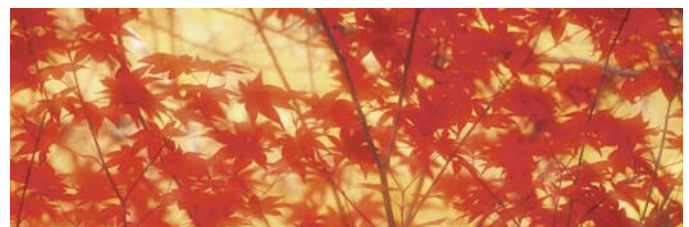
- Do you feel that maintaining a teaching portfolio is a worthwhile use of your time?

Combining the results of these two surveys, I learned that a slight majority of respondents (57%) maintain some kind of portfolio and think doing so is a good use of their time in spite of the fact that most of them (78%) are not required to do so in order either to get or keep a job. So it appears that the message is getting through, even if only to teachers, not employers. This fact suggests that those teachers who maintain a portfolio are intrinsically motivated to do so.



If anyone out there is in need of a research project, this topic might be worth investigating further. A wider and more comprehensive survey could validate or invalidate my findings. Of course, the findings of such a study could lead to other questions such as "Are teachers who keep portfolios better at their jobs than those who do not?", "Do students of teachers who maintain portfolios perform better than students of teachers who do not?" and so on. I know, I know. The obvious question is why do I not look into these questions myself. Believe me, I would but...I have to get ready for class.

Daniel Mangrum is a Tennessee native currently living in Abu Dhabi and working at the Petroleum Institute in the United Arab Emirates. He holds an MA from the University of Memphis and has more than ten years of ELT experience both in the US and abroad. ●



Migrant Education

Paula Gaddis
Migrant Education Consultant
TN Department of Education

Did You Know?

District Migrant Education Programs (MEP) in Tennessee are funded through a grant application process. Because of the limited amount of funding that Tennessee receives from the federal government, we limit our grant recipients to those districts that have 100 or more certified migrant students. Did you know that there are services available for you and your migrant students even if you do not have an MEP funded through the grant process? Available regardless of the number of migrant students you have in your school or district?

For your district or school:

- **District training on how to identify and certify students**

For students:

- **Free school lunch**
- **Reading is Fundamental books (RIF)**
- **Imagination Library**
- **EXITO**
- **Career Institute**
- **PASS - Credit recovery**
- **Plaza Comunitaria**
- **HEP program**
- **CAMP program**
- **TOPS Migrant Scholarship**

For your district, the State can provide to you free-of-charge training for you and your staff on the identification and recruitment of migrant students. This training can be done as in-person training or as WebEx. Jessica Castaneda of Tennessee Opportunity Programs (TOPS) or another of our State recruiters will come to provide this training.

For your students, I hope that you are already aware that your migrant students qualify for free lunch at your school. You are likely also aware of the RIF program and may already have it in your building. If you do not, Jessica Castaneda can get you started with this program for your migrant students. She will order books and have them delivered to you for distribution three times a year. Dolly Parton's Imagination Library is also available as every county in Tennessee participates in this program. What a wonderful way to encourage literacy development.

The remaining opportunities listed are ones with which you may not be familiar. The EXITO program, which translates Success, is a program that assists parents in helping their young children learn basic literacy concepts. In this program, a trainer makes weekly visits to the home bringing a tote bag of games and helps the parent(s) learn how to use them to teach their children. This program targets children 3-5 and is a great asset for their kindergarten preparation.

The remaining programs listed are geared toward middle and high-school students. The Career Institute is a free, week-long, on-campus institute that takes place at ETSU each summer. Transportation to the institute is provided for any migrant high-school student in the state who wishes to take advantage of this opportunity. PASS stands for Portable Assisted Study Sequence. The PASS program provides a way for students to be able to "take a course with them" when they move and continue to earn credits toward graduation. Plaza Comunitaria was created

through an agreement between the Mexican and United States governments. Plaza is a way for individuals to hop on-line and complete course work in the Mexican education system toward their graduation from that system. HEP stands for High School Equivalency Program. It is a graduation-assistance program specifically geared to migrant students who wish to obtain their GED. CAMP is the College Assistance Migrant Program. This program is available on campuses across the country to help migrant students once they reach the campus. Finally, TOPS Migrant Scholarships are available through application to all graduating Tennessee migrant students. Funds for the scholarship are generated through sales of a *Spanish Survival Guide*.

So, if the number of migrant students in your district is not such that you qualify for an MEP grant, there are still services and opportunities for your migrant students. For information on any of the opportunities mentioned here, please contact Jessica Castaneda of TOPS. 931-668-4139 or migrated@blomand.net



2008 is TNTESOL's 30th Birthday!

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NEWS FROM THE STATE OF TENNESSEE



Janette Lanier
 Title III Office
 Tennessee Department of Education

By now districts should know their final Title III allocation for the 2008-2009 school year. Our Title III grant was preliminarily \$4,558,024, which was a slight increase from the 2007-2008 school year but almost \$1,000,000 lower than 2006-2007. Of the 96 districts serving ESL students, 50 lost in funding amounts from the previous year and 46 gained in funding amounts. For the 2008-2009 school year, we have 42 stand-alone districts and 42 consortia members. A district must generate a minimum of \$10,000 to be a stand-alone.

The State Department of Education arranged the Consortia for 2008-09 by field-service centers. There are eight consortia this year, compared to 13 last year. One of the reasons for the shift is that a consortium must work together, plan together, and have results analyzed together. The State Department of Education will be better able to assist if the groups are within the same field-service center.

All districts with ESL students are required under Title VI of the Civil Rights Act to provide for the education of these students. Programs to aid students in English language acquisition are not optional; they are requirements. Further, they are to evaluate the district's program each year using the three criteria set forth by the Supreme Court case *Castaneda v. Pickard* (1981):

- The bilingual-education program must be “based on sound educational theory.”
- The program must be “implemented effectively with resources for personnel, instructional materials, and space.”
- After a trial period, the program must be proven effective in overcoming language barriers/handicaps.

Should a district determine that the ESL program is not effective, the program must be changed. Qualified teachers must be hired for all ESL programs. If there are not qualified teachers, the district must train teachers so that they are qualified to teach ESL. Title III requires that all ESL teachers must be proficient in speaking, listening, reading and writing in English. ESL-teacher waivers are available only for two years and must be filed within 30 days of hiring. First-year waivers must have a plan of study attached from an institute of higher education.

Results for the English Language Development Assessment are here. We tested approximately 26,670 ELLs in the Spring of 2008. In 2007, we tested approximately 22,356, about a 17% increase. The Title III office at the State has moved the ELDA into the Assessment department. The ELDA will be administered by Steven Nixon. If you have questions regarding the ELDA, you may contact him at steven.nixon@state.tn.us or 615-253-4515. You are always welcome to contact me with any questions related to the program.

Analysis of 2008-2009 ELDA Data

Grade level	Total # tested	# with composite 4	# with composite 5	Percentage eligible for exit
K	4992	517	194	14%
1	4202	271	963	29%
2	3271	417	1141	48%
3	2432	232	0	10%
4	2262	500	4	22%
5	1625	531	6	33%
6	1333	151	8	12%
7	1274	200	11	17%
8	1178	251	30	24%
9	1304	182	20	14%
10	931	162	22	19%
11	609	142	35	29%
12	338	84	20	31%

SUMMER NEWS From Around the State



Clarksville-Montgomery County Jason Groppe, Bob Houston, and Terese Wolford are designing a monthly ESL teacher-training module for new ESL teachers in Clarksville - Montgomery County Schools. The PRIDE program is a mentoring program for new ESL teachers which will be based on Tennessee's goals and desired outcomes for teachers and students. The mentoring will focus on topics that are at the heart of new ESL teachers' needs during their first year. The goal is to encourage new ESL teachers while guiding instructional practices that will benefit their ELLs. Our goal is to build a closer-knit ESL-Teacher community by enhancing the communication network among the new and seasoned teachers with hopes that, along with stronger teachers, there will be a higher teacher-retention rate.

Dayton I have a very shy 6th grade ELL at Dayton City School who only scored a 1 on the ELDA last year. A week ago she did a science project, practiced a presentation with me, and then presented it to her class. She was one of three classroom winners and won a medal! All the classroom winners then had to make a presentation in the gym in front of an open audience. She did not win that, but she stood up bravely and presented well. She had to answer questions from the judges, and occasionally had trouble finding the word she wanted, but really held her own! I was so proud! Her classroom teacher has done wonders in building her confidence this year.
- Becky Young

Memphis City Schools I am very proud of the 5th graders at Treadwell, both ELL's and the American students. We went from a 41%(2007) passing grade on the TCAP writing test to a 68% this year. Out of 10 ESL students, 6 of them made a 4 or better. - Karen Schmulbach

Oak Ridge Bebe Arnold, whose name is synonymous with English as a Second Language in Oak Ridge, Tennessee, recently retired after 24 years of teaching ESL. For most of those years, Bebe served all the Oak Ridge Schools as the lone ESL teacher. A true pioneer, Bebe will be greatly missed.
- Cherie Adcock

The **Sevier County** ESL Department is hosting a Zoophonics workshop in Sevierville on Monday, July 21st. The Sevierville Primary School K-1 ELAP program has seen amazing results this year with the program, teaching letters and sounds to English-language learners. There will also be a Day 2 Workshop for those teachers who have previously attended the first-day workshop and are already using the program. In addition, the Sevier County ESL department will host two half-day workshops for mainstream teachers on July 31st regarding strategies and modifications for English-language learners in K-12 classes.

After a 32-year teaching career, 14 years teaching English as a second language, Nellie Smith will retire from teaching in Sevier County Schools to enjoy more time with her grandchildren and gardening. However, she will continue as

State News, continued from p. 9

Training to use these results should be rolled out in the fall. We want your district to be able to use this information to facilitate in-classroom planning for ESL. Keep in mind that during the Transition phase, students may be returned to active ESL services if needed. Your district may impose other criteria beyond the ELDA score for exit, but may not exit without a composite 4 or 5 ELDA score. New guidance being considered by the federal government states that students who are eligible must be exited. Therefore, we encourage your district to exit those students with the composite 4 or 5 score and keep data for us on how many of that group must be pulled back into ESL during the Transition period.

Districts must keep the lists of ELL, Transition 1, Transition 2, immigrant and Non-English Language Background (NELB) students up to date in the Education Information System (EIS) at the State. The State will use October 1 for the final ELL child count. Verification forms will be sent out by October 7 and must be returned signed with all corrections made in EIS no later than October 31. Last year, due to the changeover to a computer count from a manual count, we used a December date. If your district needs assistance in running EIS reports, please contact me at jan.lanier@state.tn.us or 615-532-6314. A student who was ELL will move from transition to NELB. A student who is tested for ESL but does not qualify for services will be designated a NELB. English should not be chosen as the native language. The language that interferes with English-language acquisition should be listed as the native language.

There have been some major changes in Washington, D.C. related to ESL. The former director, Kathleen Leos, of the Office of English Language Acquisition (OELA) resigned from the position of director last October. She was replaced by Margarita Pinkos, who also recently resigned. For now, Title III is being moved into the Title I office and our monitoring will follow the Title I schedule. Tennessee is being monitored from February 23 to 27, 2009. OELA will still handle program issues and is putting forth guidance for Annual Measurable Achievement Objectives (AMAOs) this fall.

I look forward to a great 2008-2009 school year. The Tennessee Department of Education is here to support you and your district. Do not hesitate to contact us if we can be of assistance. ●

Summer News, continued from p. 11

and students do! By the way, I forgot to mention that in years past we had over 98% as a daily attendance rate... pretty good for summer, huh?! - Diana Zadeh, Director of ESOL, Testing & Equity Programs zadehd@k12tn.net ●

Continued on p. 11

Summer News, continued from p. 10

our *professor emerita* in the Sevier County Schools ESL Department.

Shelby County More than 200 English Language Learners attended the Tennessee School Board Award-Winning Shelby County Schools ESL Summer Program and Camp from June 9-20, 2008. This year, the ESL Summer Program celebrated the Olympics. English Language Learners spent two weeks in which they were exposed to numerous brain-based strategies and learned about all the details of the Olympics. Students made medals, Olympic rings, country maps, Chinese dragons, and many other items that related to the upcoming Olympics. The summer program gave English Language Learners numerous opportunities to use and improve their social language and communication skills. All craft activities during the two-week period involved multiple types of social interaction among the students. For the closing ceremony, parents of the English Language Learners were invited to attend the games and share in the celebration. This year is the second one that Shelby County Schools has conducted the ESL Summer Program, which was recently recognized in the Mid-South Spanish-language newspaper, *La Prensa Latina*, for its outstanding outreach to Spanish-speaking ESL children and parents in the community. Go to <http://www.scsk12.org/SCS/subject-areas/ESL/esl.html> for links to ESL info. – Todd Goforth

UTM Beverly Hearn, University of Tennessee, Martin, presented at an educational conference in Wuhan with a UTM colleague, Cherry Watts; the two also enjoyed a post-conference tour of Xian and Beijing, including climbing the Great Wall and viewing the terra-cotta warriors. Dr. Hearn and Dr. Watts presented a paper entitled "Connect to Diversity: A Renewal Program for the faculty at the University of Tennessee at Martin." The Conference on Educational Renewal in an Age of Cultural Diversity drew conferees and speakers from China, Thailand, United Kingdom, the Caribbean, and the United States.

WARREN COUNTY Warren County has been working frantically getting ready for our ESOL/Migrant Summer School, which we consider an extension of the school year. Our four-week full-day program has almost 200 students this year from entering K to 9th graders (2008-09). Our theme is "Goin' Bananas" because we are *going bananas* about science, math, reading, all kinds of things. Fridays are "banana days," culminating with "banana split day". Teachers have to use ESL standards and core-curriculum standards as the basis for their instruction and maintain an instruction log or standards checklist. It has been a challenge explaining to teachers and principals that our summer program is NOT a remedial program although we drop back to a student's basic needs in language, reading, and math. However, we strive to introduce upcoming grade-level vocabulary, especially in science and math, so that the students will be familiar with the vocabulary when being instructed in the regular classroom. I explain to the principals that while at risk, these students are sometimes gifted, might be special education, they all have the common denominator of being at risk due to language and other basic needs. One teacher is *going bananas* about a special topic each week, and the rest of the day will be basic instruction based on the standards, DIBELS, and THINKLINK (formative assessment) reports. It is important that teachers have some flexibility for instruction within the standards and needs... for we appreciate the giving of their summer and want them to be creative. Our students come from all

nine elementary schools, and we provide transportation.

This year the lower grades have organized PE and grades 3 and up have a regular computer class. Also, we are incorporating Ron Clark's *55 Essential Rules for a Successful Student*. We have chosen a list of rules from this book to incorporate into summer school. (Ron Clark is coming in August to do a system-wide in-service...if you are not familiar with him, check him out) These are basic rules (some funny ..like his Doritos rule) on social behavior. We have Character Cards (decorated with monkeys and bananas) which have 20 small bananas that can be punched out each day a student has shown good behavior traits. We have carried the monkey/banana theme to excess. Each class has its own class mascot (a stuffed monkey) to name and go home with a lucky student (students in each class decide how the lucky student will be chosen). We have monkey pencils, sunglasses, bracelets, bookmarks, reading charts, etc. as prizes/treats.

There is a Parent Night in which parents are invited for a brief meeting and the students perform. In the past we have done "countries of the world", acted out Patricia Pollaco books, fables, and fairy tales... but this year we are *going bananas*. Our opening song is the cheer (for all those former cheerleaders) "You form form form a banana; then you peel, peel, peel a banana," etc. etc. (all the while clapping) and the end line is you "GO Bananas!" You can tell I have not learned it yet (nor am I a former cheerleader). Each grade level works together to develop some type of activity to do at Parent Night. This year with sky-rocketing costs and the large numbers of students, we may not be able to take our usual trip to somewhere in Nashville (Children's Museum, Zoo) or Chattanooga (Aquarium), but we hope to go and see "Kung -Fu Panda", and I have purchased storybooks of the movie so that students can be familiar with the characters and storyline before we go to see it in our local theater. Students are served breakfast and lunch and a snack in the afternoon. This process is like opening a new school every summer. We work up rosters, curriculum, develop transportation routes, coordinate with our Food Services department. It is very stressful, but most teachers come back year after year. Some summer staff are ESL-certified, and some are regular education teachers; we have paid assistants and volunteers. The commonality is their love of the children. I used to make a "Memory Book" with class pictures and snapshots of activities, but it became very time-consuming and costly (color printing). Last year we made each family a DVD after we discovered our families have access to DVD players. We feel DVDs serve several purposes: memories, but also parents can see students doing activities from blowing bubbles and measuring them in metric and standard measurements, comparing mentos experiment using different types of cola/drinks, reading activities, etc. We hope they open up communication between parent and child. We also may throw in photos of some word walls here and there. Maybe I can do a presentation at the spring TNTESOL conference and you can see the great job our teachers

Continued on p. 10, bottom right

TNTESOL Journal First Edition Coming in Fall 2008

Teresa Dalle
Editor

The Editorial Board of the *TNTESOL Journal* is happy to announce that the first edition of the *TNTESOL Journal* will appear in late fall 2008. Members of TNTESOL will automatically receive a copy of the journal, one of the benefits of being a member of this state-wide organization.

This first edition has as its theme "Celebrating 30 Years", and articles cover various issues related to language teaching. The Editorial Board of the *TNTESOL Journal* reviewed eighteen submissions for the three sections of the journal – research-based articles, shorter articles on classroom practices, and book reviews. Articles were submitted from Tennessee, from other states in the US, and from abroad. From the submissions, the board was able to select articles that fit the purposes and goals of the organization and the publication.

The Editorial Board will begin seeking articles for the 2009 edition of the journal, and that call will go out in the fall. Please consider submitting articles for the journal. The winter 2009 *TNTESOL Newsletter* will highlight the theme for the 2009 journal and the requirements for submitting. ●

AUTUMN MINI-CONFERENCES

EAST: A Fall Mini-conference /Cadre* "FALLING for Hot Topics and Cool Themes"

A mini-conference is being tentatively planned for East Tennessee on Saturday, November 1st in Room 101 at the University of Tennessee Library in Knoxville. The meeting room, which will seat 100 people, has been arranged by Dr. Clara Lee Brown. A 90-minute workshop entitled "UNDER RE-CONSTRUCTION: Using Word Walls to Build Meaning." will be presented by Sunita Watson. Hila Hill, ESL teacher from Knox County Schools, has also been invited to present "Math and the ESL Student."

Since this TNTESOL newsletter is the last of 2008, due to publication of the new TNTESOL Journal in the fall, we want to take the opportunity to announce that this meeting is currently being planned. Constant updates with details on this mini-

conference will be available through the www.TennesseeESL@yahoogroups.com listserv, or you may contact the mini-conference organizer at Dsams727@msn.com after September 5th for more details.

FALLING for Hot Topics and Cool Themes

Session I: UNDER RE-CONSTRUCTION: Using Word Walls to Build Meaning

Grab your tool belt and hard hat! We're heading to the construction zone! In this session, we will *reconstruct* our existing ideas about word walls and learn how to create engaging word walls that serve many uses in the differentiated classroom. Word-wall uses range from the simplicity of a letter-of-the-week to the complexity of equipment needed for exploring the arctic tundra. In this session, we will explore high-interest topics and how to integrate word walls as graphic organizers through interactive teaching and learning tools. We will visit using content-based and cross-curricular instruction to maximize learning for English language learners. Ready for action? We can't leave the construction zone without practical implementation. Be prepared to generate ideas, collaborate, and, yes, construct!

Presenter: Sunita Watson, TNTESOL Board Member-at-Large and Rutherford County ESL Teacher

* Cadre: A term commonly used to indicate an "original" or "leadership" group, i.e. the "first set" of users of a system who then will act as the seed-group who gain initial experience with a system, in order to facilitate its later use by a more general population.

MIDDLE: "Abundant Language Acquisition and Accessible Content"

Rutherford County ESL teachers will host a Fall Mini-Conference on Saturday, September 13, 2008, in Murfreesboro. Kathleen Kenfield, EdD, a nationally-known consultant and speaker in the field of English Learner education, will present the program for the day. Dr. Kenfield has been a university professor and a classroom teacher. She now works with teachers and schools, helping them better meet the challenge of bringing both abundant language acquisition and accessible content to their English learners.

The conference will be open to any ESL or regular education teacher or administrator. A \$10.00 fee will cover registration costs and a boxed lunch. Receive more information concerning the conference by contacting Diane Mackey at mackeyd@rcs.k12.tn.us after July 10. ●





Call for Posters

Deadline: August 10, 2008

Southeast Regional TESOL Conference

Cultivating Connections, Celebrating Commonalities

September 25-27, 2008—Birmingham, Alabama
Birmingham-Jefferson Convention Complex

<http://www.antesol.org>

A Poster Session will be held each day during the SETESOL 2008 conference from 9:45 to 10:15 a.m. Presenters will stand with their posters during this time on their assigned day. The posters will remain up throughout the conference. The maximum poster size is 4' by 4', but may be smaller. The posters will be displayed on standing bulletin boards (attached with push pins or Velcro). The posters may be printed on one large piece of paper or assembled in smaller pieces.

STEPS for submitting a poster proposal:

1. Submit your poster proposal (deadline: **August 10, 2008**) by email to setesol2008@yahoo.com or by fax to 205-996-2220.
2. Provide all information requested below by printing this form, by completing this form electronically on Word, or by reproducing it in an email.
3. Within a week of submitting your proposal, you will receive an email indicating receipt of your proposal and whether or not your poster has been accepted for the 2008 SETESOL Conference. If you do not receive such an email, please inquire at setesol2008@yahoo.com.
4. Upon receiving an acceptance email, you should reply via email and confirm your commitment to display your poster.

Poster Title (10-word limit):

Description for Program Book: (25-word limit):

Intended Audience (mark all that apply)

- | | | |
|--|--|---|
| <input type="checkbox"/> Elementary | <input type="checkbox"/> ELLs in Higher Education | <input type="checkbox"/> Intensive English Programs |
| <input type="checkbox"/> Teacher Education | <input type="checkbox"/> Migrant | |
| <input type="checkbox"/> Secondary | <input type="checkbox"/> Int'l Teaching Assistants | <input type="checkbox"/> Adult ELLs in other programs |
| <input type="checkbox"/> Administration | <input type="checkbox"/> Other: _____ | |

PRESENTER(S)

First Presenter (and main contact)

Name:
Institution:
E-mail (home and work):
Permission to include email in program book (yes/no):
Telephone (cell, home, and/or work):
Complete Mailing Address:
Biographical Statement: (15-word limit)

Second Presenter(s)

Name:
Institution:
E-mail (home and work):
Permission to include email in program book (yes/no):
Telephone (cell, home, and/or work):
Complete Mailing Address:
Biographical Statement: (15-word limit)

Third and/or Fourth Presenter(s)

Name:
Institution:
E-mail (home and work):
Permission to include email in program book (yes/no):
Telephone (cell, home, and/or work):
Complete Mailing Address:
Biographical Statement: (15-word limit)

Purposes and Eligibility Guidelines for TNTESOL Awards



Purposes for TNTESOL Awards

a. To send our best 3 sessions to Southeast TESOL to represent the best from our state conference. Awarded sessions will receive **\$400**.

Eligibility guidelines

1. Vendors are not eligible.
2. A presentation which has won a TNTESOL award in the past, including similar versions of such, is not eligible for this award.
3. The presentation must not have been presented previously at a Southeast TESOL conference.
4. We request that presenters who wish to be judged attend the Saturday luncheon at the TNTESOL spring conference.
5. TNTESOL Travel Award recipients are required to submit an article based on their award-winning presentation to the *TNTESOL Newsletter* no later than the published summer deadline (typically June 30).

Q: Where can you find an exclusive getaway opportunity to refresh your social, emotional, and professional needs?

Hint: ...cool springs, rolling hills, wooded walking trails, warm friends, conveniently located to shopping, Civil War battle sites, and homes of stars. Join us for...

A: The TN TESOL 2009 Conference, March 5-7, at the Cool Springs Marriott near scenic Franklin.



- ☑ Please mark your calendars for March 5-7, 2009, and plan to join us! Watch for further details and registration information in the [winter](#) issue of the *TN TESOL Newsletter*.

TN TESOL2009@gmail.com



Template for Board Nominee

Name _____

Institution and degree conferred

Work related to the TESOL field

Current position and number of years served
in the position

Work and contributions made to TNTESOL,
Southeast TESOL, TESOL, and ESL in general



Come play in Music City and enjoy these great speakers!

Barbara Walker- IRA President, Mo Willems, Ashley Bryan, Dick Allington, Mike Wimmer, Frank Keating, Timothy Rasinski, Kathleen Duey, Tim Shanahan, Rich Long, Mike Shoulders,and many more!

Ashley Bryan was born in New York City and now lives on a small island off the coast of Maine, where he writes and illustrates books most of the year. A former teacher at Dartmouth College, he has compiled, written, and illustrated numerous books, many of them African folktales, such as Ashley Bryan's *African Tales*, *Uh Huh*, and *The Story of Lightning and Thunder*, and collections of spirituals such as *All Night, All Day: A Child's First Book of African American*, Coretta Scott King Award for Illustration, and *Lion and the Ostrich Chicks* was a Coretta Scott King Honor Book.



Timothy Rasinski is a professor of education in the Department of Teaching, Leadership, and Curriculum Studies at Kent State University. Dr. Rasinski teaches graduate and undergraduate courses in literacy education. His major interests include working with children who find reading difficult, phonics and reading-fluency instruction, and teacher development in literacy education. He has published more than 100 articles and 10 books on various aspects of reading education. A past editor of *The Reading Teacher*, the most widely read journal in reading education in the world, Dr. Rasinski is currently an editor for the *Journal of Literacy Research*.



Rasinski has served as president of the College Reading Association and he currently serves on the Board of Directors of the International Reading Association. He earned bachelor degrees in economics and education at the University of Akron and the University of Nebraska at Omaha. His master's degree in special education also comes from the University of Nebraska at Omaha. Dr. Rasinski was awarded the Ph.D. from The Ohio State University.

International Reading Association Southeast Regional Conference

December 7-10, 2008
Nashville, Tennessee
Nashville Convention
Center &
RENAISSANCE HOTEL

READING: A Bridge to the Future



#1 New York Times Bestselling author and illustrator **Mo Willems** is best known for his Caldecott Honor winning picture books *Don't Let the Pigeon Drive the Bus!* and *Knuffle Bunny: a cautionary tale*. In addition to such picture books as *Leonardo the Terrible Monster*, *Edwina the Dinosaur Who Didn't Know She Was Extinct*, and *Time to Pee!*, Mo has created the Elephant and Piggie books, a series of early readers, and published *You Can Never Find a Rickshaw When it Monsoons*, an annotated cartoon journal sketched during a year-long voyage around the world in 1990-91. The New York Times Book Review called Mo "the biggest new talent to emerge thus far in the 00's." Mo began his career as a writer and animator for television, garnering six Emmy awards for his writing on Sesame Street, creating Cartoon Network's *Sheep in the Big City* and head-writing *Codename: Kids Next Door*. He lives in Brooklyn, New York with his family.

http://www.reading.org/association/meetings/regional_2.html

2008 TNTESOL MEMBERSHIP Application Form

“Tennessee TESOL is a professional, non-profit association whose purposes are to promote scholarship, to disseminate information, to strengthen at all levels instruction and research in the teaching of English to speakers of other languages or dialects, and to cooperate in appropriate ways with other groups having similar concerns.”

NAME _____

ADDRESS _____

CITY, STATE _____

ZIP _____ E-MAIL ADDRESS _____

OFFICE PHONE _____ HOME PHONE _____

FAX NUMBER _____ E-MAIL ADDRESS _____

POSITION _____

INSTITUTION _____

New Member, Student, Part-time Teacher \$10.00

Membership **Renewal** \$20.00

I wish to make a tax-deductible contribution to the Gundi Ressin Memorial Fund. \$_____

Mail this form with check payable to TNTESOL to
Sandra D. Baker
TNTESOL Sec.-Treas.
Office of International Programs/Admissions
144 Gooch Hall
Martin, TN 38238



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c/o English Language Center
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