



TENNESSEE River • Pearls of Wisdom

TN state gem: the freshwater pearl

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Message from the President

I hope everyone has had some time off to enjoy the summer! It was wonderful connecting and reconnecting with friends and colleagues at the TNTESOL Conference in Nashville in March. We experienced many innovations and a high caliber of speakers. Congratulations to Dr. LaWanna Shelton and her team for putting on a conference to be remembered!

I would like to take this opportunity to welcome our newest board members. Angela Rood, Kim Henegar, Becky Young, and Cary McPherson are serving as members-at-large. They are already proving their worth on the board by stepping into leadership roles and making their voices heard. I also would like to welcome Lee Ann Kelly, your Second Vice-President. She is planning a fun and inspired conference for you in Memphis next spring. Welcome also to Mark Littlefield, our new webmaster. He has done a splendid job of running technology at the conference and has the website up and running.

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Dan Schlafer has stepped into the role of secretary/treasurer. He is very efficient and is keeping TNTESOL on track.

TNTESOL would like to give a special thank you to Debbie Vaughn, who has represented us these past two years at Advocacy Day in Washington, D.C. We look forward to hearing about her interaction with policy-makers. (See p. 12) We appreciate you, Debbie!

We have a very professional newsletter and journal. You should be proud to be so well-represented! Thank you so much, Lee Martin, for all the hard work you do to provide us with a quality newsletter, and thank you, Johnna Paraiso, for stepping up to the Journal Editor position. TNTESOL is gaining more and more positive recognition because of this very professional publication. Members, don't forget to submit articles of interest to these media. These opportunities are a chance for you to make your voices heard and try your hand at writing for your peers.

Even though conferences may be in the distant future, it is not too early to start thinking of ideas to present to your peers. TNTESOL is a place where practitioners may gain experience in presenting to their peers and others. It affords members a great way to get started and build up your confidence as your professional demands increase.

I look forward to reading about all the wonderful things happening in Tennessee with teachers and English language learners.

Sunita Watson

Rutherford County Schools
TNTESOL President

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A Best of TNTESOL Presentation

Wrenching Common Sense from the Jaws of Absurdity: Committing to Meaningful Classroom-Based Assessment in Spite of Standardized Testing

Phillip Ryan, PhD
 Professor, Department of Languages
 Coordinator, ESL Programming
 Faculty Member, Institute for Intercultural Studies
 Union University
 Jackson Tennessee

Teaching is not a science. It is an art—or a craft—that warrants constant and on-going care and attention. Unfortunately, in the 21st century, systemic education has adopted the cloak of science as a means of validation and accountability: it is now a product, not a process. Teachers are operating under the false pretenses of “best practice,” “standards,” and “measurement and data,” as the preferred means for determining value, worth, and efficacy in the classroom. However, many theorists and practitioners alike recognize that these three features of systemic education do far more harm than good in nurturing a positive, motivating, and productive learning experience for both teacher and student (McLaren & Farahmandpur, 2006; Freire, 2000; Shohamy, 2001; Gebhard & Oprandy, 1999).

Certainly, standardized testing is an unavoidable aspect of Pre-K-12 teaching; moreover, it should be conducted with the upmost care and commitment. There is more to assessment, however, than standardized tests. As a language teacher educator at Union University, I challenge pre- and in-service teachers to (re)consider classroom-based assessment as a counter-narrative to standardized testing (Genesee & Upshur, 2005). With a three credit hour course dedicated to looking at various aspects of assessment—purpose and design, misuses, and cross-cultural implications—my intention is to provide language teachers with a functional as well as critical framework for assessment. For example, students not only consider various forms of language assessment across the four communication modes (Bailey, 1998), but they also critically analyze the relationships among approaches to assessment and various teaching philosophies. My overarching goal is to present a thoughtful and context-driven approach to assessment as an ethically informed, invaluable practice for classroom teachers, despite the dominating nature of standardized testing.

Some of the considerations related to assessment that we analyze include the following:

Positive Backwash. Assessment should be an integrated feature of a particular curriculum, reflecting not only its content but also its activities. This is known as backwash.

Positive backwash means that the test task and structure is consistent with what students have been doing throughout the given unit. For example, if a teacher has a strongly communicative classroom, with students generating a lot of language as part of the curriculum design, then the testing that accompanies the unit should also be consistently communicative in nature. If not, then the assessment is considered “negative backwash.” The primary implication is that negative backwash is an invalid assessment: students are not demonstrating what they can do with the material because they are being tested using a different format/structure.

Interestingly, Shohamy (2001) points out that positive backwash can often be negative. For example, if students are tasked with inane activities, what Edelsky (1990) deems skill in instructional nonsense, and the accompanying assessment aligns with these inane activities, positive backwash has been achieved, but it is all for naught.

Formative Assessment. Assessment should be a valid indicator of gains a student has made. While in some cases these assessments must be summative, or the final word (e.g., final exams), often assessments are more effective when used formatively. Formative assessment means that the assessment not only indicates what gains (if any) a student makes, but it also signals to the teacher what seemed to work in that unit, what did not, and what warrants more attention. It reflects a highly recursive, reflective, and process-oriented approach that provides a necessary counterbalance to the product-oriented nature of standardized tests. In this course we not only consider the formative value of informal approaches to assessment but also alternative approaches, including conferencing, portfolios, and journals, and their developmental role in the life cycle of a curriculum.

Misuse of Assessment. Standardized metrics mandated from the top can act as valuable tools in understanding better *some* aspects of the classroom experience, e.g., budgeting. Unfortunately, in the classroom these tests can take on a life of their own; they become the summative, comprehensive measure of teaching efficacy for that given context. But here is the rub: any given teaching/learning context is unique. Its students, its micro-culture, its school, and its teacher all work to create a set of variables that cannot be accounted for by a standardized test. In fact, teaching is the amalgamation of the variables that standardized tests attempt to control for (Kohn, 2000). The result is a dehumanizing approach to education in which the very human act of teaching/learning is reduced and totalized into cold, sterile numbers that tell us little about what actually

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NEWS from the State



Jan Lanier
ESL Coordinator, State of Tennessee

Dear TNTESOLers,

It was wonderful seeing so many of you at the Conference in March in Nashville. Hats off to Dr. LaWanna Shelton and her crew for pulling together a terrific meeting! We are looking forward to being in Memphis this March. The State agenda is not set for that Thursday, but one of our guests will be Laura Atkins who will discuss uses of the NAEP assessment and what that means to Tennessee.

Just to fill you in with what is happening at the State, you should have your TCAP results by now and looking forward to the Annual Measurable Achievement Results from the ELDA. We have at least one more year to use the ELDA before the next generation of ESL assessments will be ready for use. TN is actively taking part in the creation and search for a better assessment. We are a member of the WIDA ASSETS consortium that will roll out new ESL standards this fall and the assessment in a couple of years. TN is part of an Enhanced Assessment Grant bid for an assessment called the ELPA 21. This grant will be funded—or not—in the fall. Oregon is the lead state on that grant. We also remain part of the ELDA consortium. There will likely be a new generation of ESL assessments ready to use no sooner than the Spring of 2015.

There are two relatively new websites at the State that may be of use to you. The first is for any questions or comments you have related to Common Core State Standards (tncore.questions@tn.gov). The second will assist with assessment questions and situations (tned.assessment@tn.gov). I am so delighted to announce that I have a new support person, Jessica Harbison. Jessica came to our department from Special Education and is a great asset to me. She will be helping both Paula and me. Her e-mail is Jessica.harbison@tn.gov and her phone is 615-532-6296. Please introduce yourself to her if you have not met her yet.

Please do not hesitate to call or e-mail me if I can be of any assistance. It is a pleasure to work with such dedicated professionals.

Jan

International TESOL
2013 Convention
DALLAS
March 20-23

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



2013
Deadlines

December 1
April 1
July 1

Issues

Winter
Spring
Summer-Fall

A Best of TNTESOL Presentation

Putumayo's World Playground: Content-Based Instruction Using World Music

Jennifer Meyer, Ed. S.
Rutherford County Schools
Eagleville School and Rockvale Elementary School

My work at Rockvale Elementary School in Rutherford County in 2011/2012 inspired this presentation. However, I have to go back further to get to the beginning of the story. In 2007 I moved back to the middle Tennessee area after living in Germany for 12 years and accepted a position teaching ESL. But the story needs to go back a little further still. In 1991 I completed my undergraduate degree at Webster University in St. Louis, MO, alongside Chad Kraus, now National Account Manager of Putumayo World Music. Upon hearing that I was working in the field of education in 2007, he generously provided me with Putumayo's educational materials which accompany their *World Playground* CD. And this is where the past meets the present.

At Rockvale Elementary, I was presented with scheduling challenges that most of you can sympathize with: too many pullouts for other necessary instructional elements such as speech and special education. The solution the education team came up with was for me to work with the second, third and fifth graders during our school's VIP time at the end of the day: time specifically set aside for enrichment or remediation in small group settings for all students. This, however, also presented its complications: students at different language acquisition levels, different reading levels and with various stages of learning disabilities, in addition to different grade levels and different language backgrounds.

Looking for a creative solution to the situation, I decided to get my *World Playground* materials out of storage and see if I could put together an educationally appropriate solution to the instructional conundrum I was faced with. Fortunately, Rockvale's TSIP (school improvement plan) was on my side: with a focus on science content to improve TCAP scores and a focus on expanding the cultural horizons of our student population, I knew I could make the *World Playground* materials into a sound, research-based and, not to mention, fun and exciting, instructional solution.

Developing your own instructional materials is both a blessing and a challenge. On the one hand, the world is your oyster. On the other, you have to find a way to integrate meaningful and comprehensible content area topics into a format that allows ELLs to practice English skills in a comforting and trusting environment, while at the same time, maintaining high educational expectations without overwhelming the often sensitive, developing

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happened (or didn't happen) and why.

Cross-Cultural Implications. Often, it is all too easy for educators to forget that the very nature of tests and testing and their roles in the educational process are unfamiliar to English learners. Testing—whether it be standardized or classroom based—is not universal; different societies organize their educational approaches differently. For example, educators need to take into account that students may not understand the construct of the test. What tasks are being asked of the students? Furthermore, English learners often may not understand the individualistic approach to test taking in the US; seeking assistance from peers can be greatly misunderstood.

Reclaiming the highly negotiated space of teaching may seem like an uphill battle, or worse, a futile one. And yet, teachers find ways—often small and subtle—to do it everyday. And more importantly, they all do it in unique ways, each depending on their beliefs, their contexts, and their learner's needs. This is the ethical imperative behind classroom-based assessment: to make a primary commitment not to numbers and data but to learners.

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language acquisition skills of the students.

I am thankful to TNTESOL for giving me the opportunity to share my experiences reflected in this presentation at the 2012 conference in Nashville and for the honor of being awarded a Travel Grant to share these experiences with Tennessee and beyond. For me, the opportunity to exchange ideas with colleagues that TESOL conferences provides greatly enriches my own professional development.

Please visit my website <http://www.res.rcs.k12.tn.us/TEACHERS/MeyerJ/MeyerJ.html> to view some of the materials I have put together this year and feel free to download anything that will help your students. ▲

A Best of TATESOL Presentation

Ignite Vocabulary Through a Multi-media Approach

Keith Pruitt, EdS

If teachers do all they can and are able to teach 200 words per year, by fourth grade, students will be 50% behind where they should be in order to be at grade level. This data sounds extremely bad; but what's worse is that it greatly undervalues the need. Students need approximately 3,000-4,000 new words per year to continue at grade level. Much of the leading research tells us of the great deficit experienced by students in the area of word knowledge. I have summarized this research in my book *It's All About Words* (Pruitt, 2011).

In the now-classic work *Bringing Words to Life* (2002), Beck, McKeown, and Kucan posit a five-step methodology for direct instruction of vocabulary. In their work, the authors speak to the conclusions from their research including these realizations:

1. Vocabulary must first be orally introduced.
2. Vocabulary is not grade specific.
3. Words need to be explained, not defined.
4. Words should be contextualized for greater clarity of meaning.
5. Students need to use words in a meaningful context multiple times (8-10) in a short period of time to gain ownership.
6. In order to place the words in their permanent memories, students must create a visual representation.
7. Students need to discuss with each other their understanding of words.
8. Teachers must realize the difference in levels of words (3 tiers).

It is the sixth point that is the subject of the presentation *Ignite Vocabulary through a Multi-Media Approach*. When one looks at brain-based research, particularly the work of J R Anderson (1995), the process by which one creates knowledge becomes clearer. The student is bombarded with sensory impulses constantly. These impulses enter into the sensory memory. The processor of the brain, the working memory, then reaches into the permanent memory to find any files with which the information may be connected. It looks into these files (all arranged by a system of words) to find anything that it may hook the learning onto. It will do this search for approximately 48 hours (sometimes far lesser time), and if the working memory can find nothing on which to hook the learning, the information is discarded. Otherwise, it is placed in the familiar folder along with other schemes about that particular topic.

An example will illustrate: Think of the word *bridge*. What comes to your mind? Golden Gate? Sunshine Skyway? Brooklyn? Perhaps you thought of playing cards. Maybe it was Bridge Over Troubled Waters. Maybe you thought of dental work. Or bridging a gap. Different schema came to mind based on the file your processor grabbed. This process is your schema for *bridge*. A picture instantly came to mind because that is part of your schema. This imaging happens in nanoseconds, which is how the brain works to store and recall information.

Now if we can just take this information and put it in reverse, educators will have the key to unlocking the world of vocabulary.

So how can the classroom teacher ignite vocabulary in the classroom using multimedia?

Let's take the word *invisible*. First we would present the word to students along with explaining that *if something is invisible, you can't see it*. Next, I would present a picture representing *invisible*. It might be the picture used by Beck and McKeown in their Steck Vaughn program *Elements of Reading Vocabulary*.



These representations are what I refer to as teacher presented visuals. It is recommended that teachers begin an e-file of images that may be used with a wide variety of words. One could easily use several thousand images during the course of the year. This step is the most important one in teaching vocabulary. It is not optimal if you wish for optimal effectiveness in instruction.

There are other ways that schema may be created. Having a classroom that is replete with opportunity for visual literacy is imperative. If I am teaching a science lesson dealing with volcanoes, I will begin the discussion by showing a three-minute clip of the beginning of the eruption of Mt. Saint Helens. Such clips can be obtained free from YouTube. Now before you say it... Get a thumb drive and download these clips into an electronic file for usage. Schools often block YouTube including the National Geographic and BBC channels. But these sources often have excellent clips. By visiting the Words of Wisdom Facebook page, teachers may view and download dozens of these types of clips.

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By showing this video as a means of introducing the theme being used (The Changing Forces of Nature), I can now begin to have a discussion of the words in a context. Words such as *eruption*, *explosion*, *magma*, *ash*, etc., can now find their way into the classroom and into the permanent memory files.

The teacher may also want to have students do hands-on activities. These activities help to build schema as students do things like constructing a replica of an Indian village or putting together a model rocket, or creating a planetary model. These tactile activities build schema.

Teachers will also want students to create visual representations. Marzano (2004) speaks to this effort and encourages teachers not only to present teacher-furnished visuals but also to have students (regardless of age) draw representations in a vocabulary journal. Students may also create flip books for their words. This activity is a highly successful manner of bringing ownership to words. Students do it by taking a sheet of copy paper and cutting flaps on the top (when the paper is held horizontally) equal to the number of words on which they are concentrating. The word goes on the top of the flap. On the inside of the flap goes the explanation of the word and a context. The visual is placed on the bottom of the base of the paper. Thus the students have worked with the schema.

In content instruction, it is of great importance that teachers isolate certain words and use visuals to help students understand the text. For example, if I am talking about the presidency of Theodore Roosevelt, I would want to show a brief clip of him speaking (YouTube, of course). This viewing gives life to the creation of visual literacy and to the lesson.

Using sites like wordle.net can help students create unique word groupings for thematic studies. Having living word walls that students may use in their studies, conversations, and writing helps accentuate learning words. These word walls should be active and not pre-made. Words should be added as they are being used in class. One teacher even places them on the ceiling in his portable. (When you are thinking, where do you look?) Playing games such as Match Game, Concentration, or other such games is important to make the learning fun. Using graphic organizers, puzzles, and word finds can help students work with clues (explanations) and build confidence in their usage of the words.

For students needing extra help in reading, symbolism may be used to create text with visual literacy. Environmental Print (produced by PCI) does an excellent job of presenting symbols in a sentence format to help students read text using visuals. This process provides a rich visual environment helpful for all students in learning words.

Reinforcement is more than just the 15 minutes per day the teacher uses to teach vocabulary. Word necklaces

may also be used. These items have the word on one side with the explanation on the other. They are still another way of building ownership and context. Students wear the necklaces during a determined period of the day, and other colleagues or even teachers may stop the student and ask what their word is and what it means.

The greatest experience is making learning very concrete. We need to speak more with visual effect than with just words. This example from Marcia Tate is classic. Take your hands and couple them together to create a large fist interlacing the fingers. This fist is the approximate size of your brain. One can continue with the different cortex of the brain and sphere control. But forever, the student will remember this lesson. I could have just said it. But now I have shown it. Thus the teacher has built schema.

Igniting vocabulary instruction is a fun manner of teaching great numbers of words and building schema around thematic instruction. I challenge all teachers to work on vocabulary this year in a manner unlike what you have previously done. Measure the results. The outcome will be amazing. These little sponges in our classrooms will soak up this learning in a manner unparalleled by anything else you might do. The challenge is yours. The results will be success!

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**Look for
the 2012
TNTESOL Journal
this November!**

Tennessee Jump \$tart Coalition: Personal Finance Education Teacher Conference

Elizabeth Corbett
Lenoir City Schools

I worry sometimes (OK, a lot) about the support my ESL students get in their other classes, and I especially worry about their required courses. All high-school students now have to pass a Personal Finance class, and I attended the Tennessee Jump \$tart Coalition Personal Finance Education Teacher Conference in Gatlinburg for two days in June 2012 with the purpose of getting certified to teach this class. I teach English as a Second Language at Lenoir City High School, and I see this certification as another way to have contact time with my students. The purpose of this conference is to improve the financial literacy of Tennessee's students, and it is designed to give teachers the information and support needed to teach this required course. I think I was the only ESL teacher in attendance; most attendees were teachers certified in the areas of business, CTE, and social studies. According to conference organizers, it takes fourteen hours to get certified for this class, and I would like to teach the Personal Finance course to a group of junior and senior ELLs.

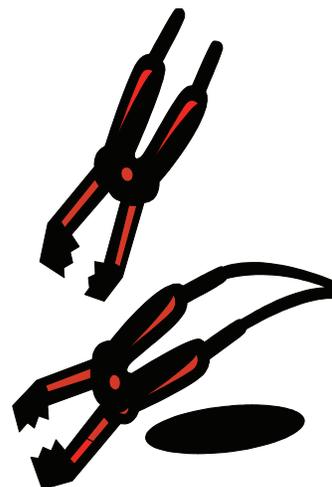
As any teacher knows, it takes a lot of preparation to teach a new course, and this conference will help ease the planning time that one needs to prepare for this one. There were plenty of sessions to choose from, with many sessions being offered multiple times. Some lasted an hour, some thirty minutes, and many of the presenters were members of the financial community: bankers, insurance representatives, human resources employees, credit union representatives, UT Extension teachers, and IRS employees. To be honest, these presentations were the least interesting, but the gain for me was the *ton* of handouts (I came home with a stack of about 2 inches!) and a list of online resources. A few teachers in attendance also led sessions, which I found more helpful. The teachers gave examples of what they do in the classroom, and showed us activities and ideas that are most successful for them. Best of all, we all received a jump drive with all the presentations at the conclusion of the two days—a real bonus to my planning for this course.

One of the most eye-opening sessions was about how banking will change in the next twenty years because of the technologically-savvy Generation Z (our students). I learned that brick-and-mortar banks may be fewer and fewer, and one teacher mentioned that check writing, a skill we all associate with financial ability and our bank accounts, is not even included in the most recently published textbooks. I heard information about the ability to transfer funds through a “bump-and-nudge” process, basically the transference of funds from one electronic

device to another by tapping one against the other. We had a few interesting comments about bump-and-nudge and how we will pay pledges to our places of worship or make payments to a personal friend.

One teacher from Overton High School gave a presentation about teaching to diverse students. This teacher gave me a new idea to think about: that smart financial skills are a common denominator or the equalizer: no matter one's religion, language, aptitude, or ethnicity, everyone values strong financial common sense. I was hoping to get some tips about dealing with cultural differences (for instance, my Mexican students do not think about getting a place of their own after high school graduation; their culture values staying with their parents). The presenter did have an interesting game using coupons and buying items on sale, but no tips or statements about how certain cultural or religious groups are different from mainstream culture. I did ask other attendees in this session about how to teach about food stamps and other forms of public assistance, and they gave me the tip of tying these benefits to taxes and showing students that it is not the government that funds public assistance, it is us through our taxes!

This conference is well-worth the time and money, and I can see myself attending again to help me hone my skills in teaching the Personal Finance course. If you think going to this conference is an option for you, visit the Federal Reserve Bank of Atlanta site, click “Resources for Teachers” under the “Education Resources” tab at the top, and look for “Personal Finance Education Teacher Training” : (<http://www.frbatlanta.org/edresources/teacherresources/>). You can also contact Jackie Morgan at (615) 251-7239. Conferences are held throughout the year in various locations in Tennessee. ▲



TNTESOL 2013

Annual Meeting & Conference

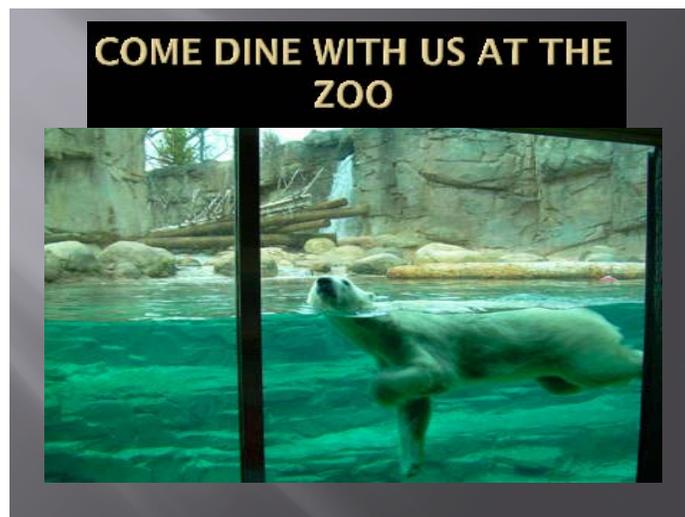
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Registration Opens
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1:00 p.m.-2:00 p.m.
2:15 p.m.-3:15 p.m.

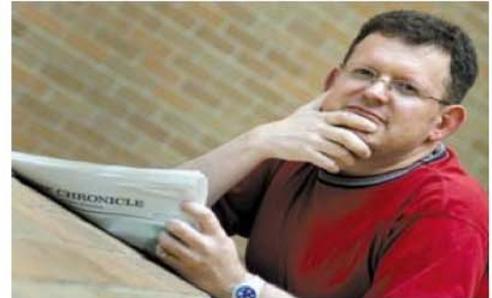
Session II
3:30 p.m.-4:30 p.m.
4:45 p.m.-5:45 p.m.

Dinner at KCC
5:45 p.m.-6:15 p.m.

Plenary Speaker
6:15 p.m.- 7:15 p.m.

September 26, 2012
Wednesday

Plenary Speaker
Dr. David Silva



Featuring



**Jennifer
Long**



**Jan
Lanier**



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2012

CONNECTING AND REFLECTING

SEPTEMBER 26-29, 2012
KNOXVILLE CONVENTION CENTER

P.C.I.

9-26-12
1-7:30 pm



Featuring... Dr. David Silva, Dr. Rebecca Oxford, Dr. David Vawter, Dr. Luciana de Oliveria, and Becky Guinn



T*N*T

Thursday Nite
in Tennessee
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TESOL Advocacy Day 2012 in DC

Debbie Vaughn
TNTESOL Affiliate Advocate

June 19, 2012: TESOL Advocacy Day. It was my third time to the Nation's Capitol, to participate in this important day. I was there with representatives from 26 other state TESOL Affiliate Representatives to talk with members of Congress (or, most likely, their Legislative Aides and Assistants) about several issues concerning English as a Second Language instruction. I have my "Talking Points" ready: Adult ESL/Workforce Investment Act (WIA), reauthorization of the Elementary and Secondary Education Act (ESEA), and since I am representing ESL Teachers from Tennessee, Teacher Evaluation models T.E.A.M, T.I.G.E.R, etc. Yikes! Pretty heavy stuff...involved, complicated, sophisticated **politics!**

I am so not a politician! I'm a classroom teacher. How in the world could I adequately express myself? And to whom? And...so many other questions. BUT, I have been well prepared. Monday, the day before my big visit to the Hill (See? I have the lingo *down* already!), I spent all day in conference with the organizers of this event, TESOL International. Spearheaded by our gracious host, Mr. John Segota, TESOL Associate Executive Director for Public Policy and Professional Relations (Whew! He knows his stuff!), Monday was spent interacting with top political analysts who actually do this for a living. We heard from Susanne Panferov, President of TESOL; Dr. Rosalinda Barrera, Executive Director of the Office of English Language Acquisition (OELA); Ellen Fern, Washington Partners LLC; and others who briefed the group of advocates on current issues important to those of us in the field of second-language instruction. We spent time 'practicing' being advocates, to put each other at ease and to prepare for the visits we had scheduled with

members of Congress. This gathering was a culmination of months of planning, both by TESOL International, as well as each Affiliate Advocate. I had scheduled meetings over a month before, with the following: Tennessee Senators Lamar Alexander and Bob Corker, Tennessee Representatives Diane Black, Scott DesJarlais, Phil Roe, and Jim Cooper.

So, early Tuesday morning, map of the Capitol grounds clutched in my hand, I stepped out of the 'Metro' Tunnel ...Union Station, Washington, D.C. How exciting! Here is where change happens, differences are made... and I'm HERE!

The day passed quickly, shuttling (underground!) from the Senate chambers to the House of Representatives, meeting with the Legislative Assistants of Representatives Black, DesJarlais, and Cooper. I met personally with Senators Alexander and Corker, as well as with Representative Roe. I said what I wanted to say, shared my concerns over several issues we face in the classroom and in our profession, and, as far as I know, didn't start any feuds or embarrass any of my fellow members of TNTESOL! All were polite and gracious listeners, eager to know what is really happening in Tennessee education.

I plan to stay in touch with all of these offices, to be aware of the issues as they change and evolve. I would encourage all of you to do the same: Google your district, and you'll get the name of your representatives. They all have websites where you can express your thoughts and concerns.

So, at the end of a long day, I was back on a plane, headed back to Lebanon, Tennessee. Back to what I really know, proud for the opportunity and privilege to represent each of you, and ultimately, each English language learner in Tennessee. ▲



TNTESOL EDUCATOR OF THE YEAR

In March 2013, TNTESOL will recognize an outstanding TNTESOL member at the 2013 Conference in Memphis. Nominees should be K-12 ESL teachers with distinguished careers in English language teaching and a history of service to students, schools, and communities. We wish to honor an English language educator who exemplifies the profession.

If you would like to nominate a candidate for selection, please send the following items to the contact person in your area:

The nomination information below.

A letter of recommendation with supporting information.

Please include examples from the criteria below to describe the exceptional work of the nominee, but limit supporting information to **no more than one page**.

Please email information to the contact person in your area:

East Tennessee: Paula Escobar, pescobar@clevelandschools.org

Middle Tennessee: Chris Tennyson, tennysonc@rcschools.net

West Tennessee: Angela Rood, arood@k12tn.net

All nominations must be received by **January 18, 2013**.

TNTESOL ESL Educator of the Year Award

Nomination Information

Name:

Address:

Phone Number:

Email Address:

School District or Institution:

Person making the nomination

Name:

Address:

Phone Number:

Email Address:

Teaching

List examples of commitment and dedication, creativity, and innovation in instructional strategies, and how the nominee demonstrates excellence in teaching in the ESL field.

Community Service

List examples of advocacy, service activities, volunteer and civic work that have served students, colleagues, schools, and communities with regard to the ESL field.

Leadership

List leadership activities, professional-development, training, and other contributions by the nominee to the field of English as a Second Language.

Awards

List awards, special recognition, and remarkable accomplishments of the nominee in the ESL field.

PHOTOS NEEDED!

Abasi McKinzie
Shelby County Schools

A slideshow of teachers and students will be shown at the TNTESOL 2013 conference. We are in need of photos taken of ESL students and teachers. The photos of students may include them in the ESL classroom, regular classroom, or any outside activity (school plays, athletic event, choir, band, etc.) We strongly encourage photos of you and your students. Teachers may want to include group photographs of any special projects, significant events, conferences, or any well-known landmarks.

Please complete the form below and attach it to the email with your pictures. Send all photographs to the following address:

tntesol13pics@gmail.com

Name: _____

Email address: _____

School(s) and School District: _____

Number of photos submitted: _____

By submitting this form, you are indicating that you are certain of the following:

* You have followed all procedures dictated by your school district in regards to utilizing images of students.

* The parents/guardians of the students who are pictured in the submitted photographs have given permission for their children's images to be used in media.

TNTESOL Awards Criteria

For award nomination and application forms, as well as more details, please visit our website: www.tntesol.org, and click on “Development” in the left-side menu.

Charles Gillon Professional Service Award

Each year TNTESOL presents a Charles Gillon Professional Service Award to a nonmember who has contributed significantly to or supported strongly the field of ESL/EFL and international education. Nominations are solicited from the membership by the Board and ultimately selected by the Board of Directors.

The annual recipient is recognized and presented a commemorative desk item or plaque at the TNTESOL spring conference.

Gundi Ressin Award

The Gundi Ressin Memorial TNTESOL Scholarship was established by the TNTESOL Board of Directors to provide funds to affiliate members for activities such as special instructional projects, educational opportunities, and travel to educational meetings or conferences. The Gundi funds are provided by a yearly amount in the TNTESOL budget and by contributions from members and friends in Gundi’s memory.

TNTESOL members may apply for a Gundi Fund award by sending an application letter to the First Vice-President at least one month before the award is to be granted. The application should state the amount requested (not to exceed \$400), the purpose for which the funds will be used, and an agreement to submit an article for publication in the TNTESOL newsletter upon receipt of an award. Donations may be made to the Gundi Fund when registering for the annual TNTESOL conference or by mailing directly to the TNTESOL Secretary-Treasurer.

President’s Award

The TNTESOL Board of Directors established the President’s Award in January of 1999 to recognize individuals within TNTESOL who have contributed to the field of ESL and the TNTESOL organization. The award may be presented annually to a person selected at the discretion of the President with the approval of the Board. The President’s Award is presented during the annual TNTESOL conference.

TNTESOL Educator of the Year

TNTESOL will recognize an outstanding TNTESOL member at the annual conference. Nominees should be K-12 ESL teachers with distinguished careers in English-language teaching and a history of service to students, schools, and communities. A winner from each state region will be announced, along with the state award winner. (See p. 10.)

TNTESOL Travel Grants

Guidelines

Every year, TNTESOL awards travel grants to send the three best sessions at the TNTESOL Conference to Southeast TESOL to represent our state professionals. Awarded sessions will each receive grants of four-hundred dollars (\$400). The goal behind the TNTESOL Travel Grants is to provide a means of financial support for dynamic presenters who may have no other means to go to the Southeast TESOL Conference and to boost morale, build professional interest, and encourage excellent conference presentations every year. 

TNTESOL Newsletter
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