



TENNESSEE TEACHERS OF ENGLISH TO SPEAKERS OF OTHER LANGUAGES

Summer-Fall 2013

Newsletter

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president@tntesol.org

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henegark@k12tn.net

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parliamentarian@tntesol.org

Newsletter Editor

Andrea Bontempi, Rutherford County Schools
newsletter@tntesol.org

Journal Editor

Johnna Paraiso, Rutherford County Schools
paraisoj@rcschools.net

Webmaster

Mark Littlefield, University School of Nashville
markuswoodrow@gmail.com

Past President (Ex Officio)

Sunita Watson, Rutherford County Schools
watsonsu@rcschools.net

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Jan.lanier@tn.gov



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Jason.groppe@cmcss.net

Diane Mackey, 2014, Rutherford County Schools
mackeyd@rcschools.net

Christine Tennyson, 2014, Rutherford County Schools
tennysonc@rcschools.net

Nina Morel, 2015, Lipscomb University
njmorel@lipscomb.edu

Angela Rood, 2015, Dyersburg City Schools
arood@k12tn.net

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youngbe@daytoncity.net

Deana Conn, 2016, Nashville Metropolitan Public Schools
deanai@hotmail.com

Debra Franz, 2016, Shelby County Schools
dfrantz67@gmail.com

Abasi McKinzie, 2016, Shelby County Schools
mckinzieah@scsk12.org



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Message from the President

As we make our way through 2013, the TNTESOL Board extends a happy summer to all of our membership. In June, we hosted our first board meeting, introducing new board members to the table. National Geographic Learning/Cengage sponsored a pancake social, Imagine Learning provided each board member with TNTESOL business cards, and US Imprints donated coffee mugs and journals. Thank you to these sponsors and "Friends of TNTESOL" for their continuous support of our organization.

In July and August, we announced our Call for Proposals and Early Bird registration for the 2014 Annual Business Meeting and Conference being hosted at the Airport Marriott and chaired by Second Vice President, Cary McPherson and Member-at-Large, Jason Groppe. This year, all conference participants will be receiving a copy of "Enrique's Journey" written by Sonia Nazario with every full conference registration. Sonia will be our inspirational speaker on Friday, March 21, 2014. Visit our website and watch Sonia's video, along with several other keynote speakers.

Finally, we would like to encourage you and your colleagues to consider hosting mini-conferences in your area/region. TNTESOL provides seed monies up to \$100.00 and both TNTESOL and Jan Lanier, State ESL Coordinator will assist with providing professional development and speakers. If you are interested and would like more information please contact me at president@tntesol.org.

LaWanna Shelton, Ed.D.
TNTESOL President

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

The **TNTESOL Newsletter** is published three times a year. Submissions are accepted on a variety of topics. We welcome book reviews, issues in the fields of K-12, Refugee ESL, Adult Ed, Higher Ed and more, as well as articles on teaching strategies, news related to TNTESOL or the field, jokes, classroom anecdotes, even recipes.

The style for submissions can be informal and articles are typically 500-1000 words. Of course, exceptions can be made! A bibliography is not necessary unless the article is research-based.



Send your ideas via email attachment along with your personal information by the issue deadline to:
Andrea Bontempi, Newsletter Editor
newsletter@tntesol.org

Deadlines

Issue

December 1, 2013 **Winter 2014**

April 1, 2014

Spring 2014

August 1, 2014

Summer/Fall 2014

The TNTESOL Gundi Ressin Memorial Scholarship: Questions and Answers

Diane Mackey
Rutherford County Schools

Who was Gundi Ressin? Gundi was a promising young student at Memphis State University, now the University of Memphis, whose life was taken while on Spring break from her studies.

How are the scholarship funds provided? The Gundi funds are provided by a yearly amount in the TNTESOL budget and by contributions from members and friends in Gundi's memory.

What is the purpose of the scholarship? The TNTESOL Board of Directors established the scholarship to provide funds for member activities such as special instructional projects, educational opportunities, and travel to educational meetings or conferences.

Who may apply? Any active TNTESOL member may apply.

Is there a limit on the funds a member may request? The amount requested must not exceed \$400.

What is the application process? Members may apply by submitting an on-line application at least one month before the award is to be granted. The application is found on the TNTESOL website under the link for "Grants and Awards."

What is the approval process? The First

Vice President will review the application and submit it to the Board of Directors for approval. The Board of Directors may request additional information or documentation from the applicant before the decision for approval or denial is made.

What is required of recipients after a Gundi award is received? All recipients must agree to submit an article for the TNTESOL Newsletter upon receipt of the award. This agreement is clearly stated in the application form and must be made prior to the submission of an application to the Board of Directors for consideration.

How may I donate to the Gundi Fund? Donations may be made to the fund when registering for the annual TNTESOL conference or by mailing directly to the TNTESOL Secretary-Treasurer.



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Gundi Ressin Memorial Scholarship Recipient**What A Difference A Few Years Make: My First Two Years Teaching ESL**

Jonathan James Murray
ESL Instructor,
International English Institute, Nashville, TN
jonathan@iei.edu

The last thing I ever thought I would be doing as I turned 39 was teaching. I had always thought it might be fun to teach, but I was determined to be a television journalist. I graduated with my bachelor's and I did so successfully for several years. Circumstances mostly beyond my control shut that dream down before complete culmination was achieved. That was over 10 years ago.

I spent the next few years trying to figure out what I wanted to do with the rest of my life. I worked at retail stores, fast food restaurants, cell phone companies, even as a corrections officer for a local jail! It was a varied and interesting experience for sure, but I still wasn't fulfilled. I always enjoyed languages, particularly Spanish, that I studied for several years in high school and college. I entered an MAT program at the local university, but got frustrated because I really didn't enjoy studying 16th century Spanish literature! I wanted to work with the "meat" of a language, how it worked and how we used it in our everyday lives. I don't exactly remember how I found ESL, but once I did, I was hooked!

I began my journey by travelling to Mexico and studying for my CELTA (Cambridge English Language Teaching To Adults) certificate, the minimum required for teaching English to adults. I came back to Tennessee but couldn't get a job for lack of experience. I moved to Bogotá, Colombia, and worked for nearly 8 months teaching English. I learned so much, fell on my face often, but always came out with a smile, no worse for the wear. I came home and was hired by a local community college as an adjunct. I continued to learn a lot, study a lot, and continued to fall in love with ESL.

I soon found that to get full time work, I needed a master's degree. Undeterred, I enrolled at the local university again, this time in their ESL master's program. I volunteered for TNTESOL in 2012, made connections, and started yearning to present at the next conference. I was afraid, intimidated, and utterly lost as how to accomplish this. I realized, with the help of my professors, that it wasn't unattainable; it could be done. I prepared and sent my proposal in.

I changed jobs, getting hired full time at the International English Institute, www.iei.edu, where I still work. I was elated to receive the news I was chosen to present at TNTESOL in Memphis. I was so happy, but scared. *What if I fall on my face*, I thought. I worked hard, refined my presentation, and was ready. I wasn't sure how I was going to afford to go. See the very next week, my school was taking us to TESOL in Dallas. I was still at my old job when had I applied to present, and hadn't planned on going to Dallas the next week. I was up to my ears in school debt, still not graduated, and desperate to go to both conferences.

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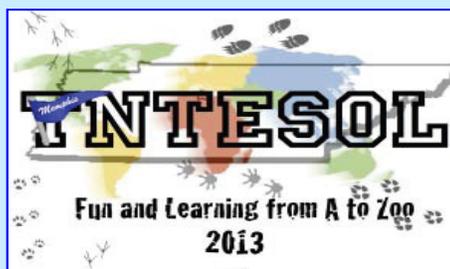
I searched the TNTESOL website, and came across the Gundi Scholarship. I applied and waited with baited breath to hear the answer. I was soon ecstatic when I learned I had won the scholarship. I went to Memphis and did my inaugural presentation, "What's That, Some New Fangled 'Thang? New Media and Today's Adult Learner". It was a great learning experience, and added to my desire to continue to present and research.

This past May I began my third year of teaching, graduated with my master's degree, and celebrated my 39th birthday. I have had some time to reflect on my first two years as teaching. What have I learned? A LOT! What would I change? NOTHING. What advice would I give to those just beginning their journey into the world of ESL, EFL, TESOL, TESL, and all the acronyms used to describe this wonderful field? I would say work hard, never give up on your hopes and dreams, and learn, always learn! Get a CELTA or TEFL certification, earn a master's, volunteer, and go where the jobs are or where your heart leads you. Learn new things everyday. Learn about other cultures and other languages. I always learn something new about myself everyday, even after all these years.

I am constantly re-learning my own language. I would tell new teachers to study English intently and learn about grammar, speaking, reading, and writing all over again. Students will ask questions, and you may not always have all the answers; I certainly don't, and haven't met many who do. It's a constant learning curve for teachers and their students. Learn about yourself, give of yourself, and watch your students' language learning grow and become what they and you always wanted: successful! Teach with

patience, love, kindness, sincerity, and truth.

If you do, you will become a better teacher and person. You too can present at conferences and publish your work. It's easier than you may think. Learn by doing, that's my motto. I always enjoy this quote by Gandhi: "*Live as if you were to die tomorrow, learn as if you were to live forever*". Well said, Sir, well said!



A Million Thanks for Making TNTESOL 2013 a Huge Success

Lee Ann Kelly
First V.P. TNTESOL

Words cannot express my sincere gratitude to everyone who made TNTESOL 2013 an awesome conference. All of the volunteers put in countless hours in coordinating, planning, and presenting the informative workshops and exciting events. The weather was absolutely wonderful, which made for a great day at the Memphis Zoo and a beautiful evening at Teton Trek. With over 300 people in attendance, it was a great feat for all who gave their time and talents to make the conference a success. Again, thank you for venturing to Memphis for TNTESOL 2013 and many thanks to all of the conference volunteers.

A BEST of TNTESOL Presentation

Using Art to Access Informational Texts

My inspiration for this presentation came from an experience I had at Girl Scout Camp when I was working on a project with my troop towards earning our Gold Award. We were camp counselors for the younger girls in attendance, and we were running a screen printing activity. The camp participants were screen printing their own camp t-shirts. I learned all about the screen printing process and was fascinated that I could make something so cool myself. I remembered this sense of excitement and fascination and hoped the idea of making your own t-shirt would fascinate students still today.

Jennifer Meyer
ESL Teacher
Rutherford County Schools



Actual screen printing kit

It turns out, I was right. As soon as I mentioned to my middle school students the idea of designing our own t-shirts and screen printing them in class, their attention had been grabbed; and they were ready to chunk apart the complex instruction manual to figure out how to do it. And this activity is right up Common Core's alley with the increased focus on informational texts, including the ability to follow written procedures and sequence actions.



Two shirts created by the students

I purchased a screen printing kit from Mindware.com, but you can get them from Sears or any craft store. My kit came with an instruction manual, a screen, a squeegee, basic fabric paint and everything you might need to make a stencil, including photo-emulsion chemicals. We chose the simplest stencil print

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technique. The students designed a stencil on white paper and cut it out. The stencil was then taped to the screen. Paint was applied to the screen and scraped over the screen with the squeegee. The students created several different stencils and became so good at the process that they were able to successfully print a shirt without any assistance, including the proper clean up of the screen.

In addition to the actual screen-printed shirts, I added some culture and the opportunity to explore different types of informational texts through close reads and opportunities to practice different writing styles to the lesson. We explored the serigraph art of Andy Warhol and the movies of Marilyn Monroe, including analyzing excerpts from *Life* magazine's final interview with the iconic actress and serving as movie critics for excerpts from *Some Like it Hot*.

Even if you are not a Marilyn Monroe or Andy Warhol fan, you can still take this lesson and adapt it to a variety of artists or industrial screen printing topics. Think about Keith Haring's or Roy Lichtenstein's famous serigraphs or all the possible surfaces that can serve as substrates for the screen printing process and you have a wealth of inspirational ideas at your fingertips.

For access to the power point presentation, please visit my website: <http://bit.ly/Yn40G5>



Students at Rockvale Middle School



Two of the shirts created by the students

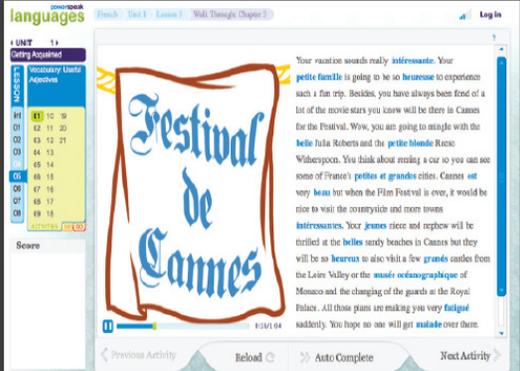




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Walk-Through: Foreign words are woven into English sentences to introduce vocabulary and provide context



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Wendy Cornelisen
Special Projects Coordinator
www.tntel.info
615.532.4627
tel.tsla@tn.gov

TNTESOL Participates in 2013 TESOL Advocacy & Policy Summit

Debbie Vaughn
ESL Specialist
TNTESOL Advocate/Representative

On June 16-18, 2013, Debbie Vaughn joined over 50 other members of TESOL International Association in Washington, DC for the 2013 TESOL Advocacy & Policy Summit, formerly TESOL Advocacy Day. Now in its eighth year, the program featured a full day of issue briefings and activities around education legislation and advocacy, followed by a day of visits to Congressional offices on Capitol Hill. With representatives from over 20 US affiliates in attendance, the goals of Advocacy Day were not only to lobby on key issues for TESOL, but also to provide an interactive learning experience for participants on elements of advocacy. By the end of the event, TESOL members had visited the offices of approximately 100 Representatives and Senators.

As contrasted with TESOL Advocacy Day in the past, which typically focused on a single piece of legislation, the TESOL Advocacy & Policy Summit had a broader policy agenda. The program of the Summit was essentially divided into two parts: policy and advocacy. The goal was to not only learn more about federal policy issues impacting ESL and ELLs, but to provide a hands-on learning experience on elements of advocacy.

To fully prepare for the Summit, participants were required to do several things in advance. For example, participants had to set up their own individual meetings with their Congressional representatives. To assist with this, TE-

SOL International Association provided directions and guidance, as well as the list of specific representatives and senators to contact. [Your Advocate, Debbie Vaughn, met with Senator Lamar Alexander, Senator Bob Corker, Representative Diane Black, and Legislative Aides in the office of Representative Craig Fleischman.](#)

Participants were also sent talking points and background information on key issues so that they could begin to familiarize themselves with the issues in advance. To help make their Congressional meetings more effective, participants were also encouraged to find examples from their own programs to illustrate the talking points. [Unlike past sessions, all parties were VERY interested in the English Language Learner population, due in large part to the current 'flap' over immigration policy.](#)

The first part of the Summit focused on policy issues. Following a welcome reception and overview of policy issues the evening before, the program started the morning of June 17 with briefings from experts on key issues and legislation. Adam Fernandez, Legislative Associate with the Mexican American Legal Defense and Education Fund (MALDEF) and co-chair of the Hispanic Education Coalition (HEC) started the morning with a discussion of some of the issues in immigration reform and reauthorization of the Elementary and Secondary Education Act (ESEA) impacting ELLs. This was followed by a panel featuring Joanne Urrutia from the Office of

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English Language Acquisition (OELA) and Supreet Anand of the Title III Group at the U.S. Department of Education who co-presented on the activities of their offices. To close out the morning, Debra Suarez from the Office of Vocational and Adult Education (OVAE) at the US Department of Education provided an update on new initiatives for adult ESL and adult education. *As always, Debbie was amazed at the quality and scope of the participants.*

Following these briefings, the Summit shifted its focus to advocacy with a series of activities to help participants learn more about the advocacy process, and prepare for their meetings with members of Congress. Participants met in small groups to discuss various issues they faced locally, and to share tips and ideas in meeting with legislators.

To maximize the impact of the Summit, key members of Congress serving on the education and appropriations committees in the U.S. Senate and House of Representatives

were identified for meetings. In addition, participants attending from the same state were teamed up so they could meet with the legislators in small group sessions.

On June 18, participants went to Capitol Hill to have meetings with members of Congress and staff. At the end of the day, the participants shared their experiences and what they learned over dinner. It was interesting to hear what other people experienced on their visit. *A long, tiring day was capped off with a debriefing session: all shared their experiences and impressions of the whole event.* Overall, all of the participants agreed this event was a very positive experience for them and for TESOL International Association.

Additional information about the 2013 TESOL Advocacy & Policy Summit is available online at <http://www.tesol.org>. If you are interested in learning more about your Congressional representatives' current legislative issues, go the TESOL U.S. Advocacy Action Center at <http://capwiz.com/tesol>.



Senator Lamar Alexander, Debbie Vaughn, and Senator Bob Corker

A Message from the State

Dear TNTESOLers,

I hope that everyone has begun the best school year ever. Everyone seems to be excited by the changes in standards, methods of instruction, and rising assessment scores in TN.

The annual academic assessment in which TN will participate, the PARCC, has released more sample items. Please take a look by visiting www.PARCCOnline.org. The ESL department is encouraging teachers to use content standards or concepts together with ESL standards to prepare students for this assessment. Teaching ESL in an academic context builds academic vocabulary, concepts, language acquisition and understanding.

By the publication date of this newsletter, the *Response to Instruction and Intervention Framework Implementation Guide* will have been released by the TN Department of Education. This is commonly referred to as RTI² and reflects suggestions, insight, and guidance from educators across the state as well as the Reading Leadership Council, the Math Leadership Council, and nationally renowned experts. This program is very positive for English Learners, for it allows them to experience meaningful interventions as they are evaluated for growth in academics and language acquisition. Using this framework judiciously will decrease the likelihood of unnecessary assessment referrals for special education services.

The most exciting news for ESL in TN is

the approval by the State Board of Education (SBE) at first reading of the World-Class Instructional Design and Assessment (WIDA) standards for use in TN. These standards will go before the SBE for final approval on Oct. 18. If passed, full implementation will take place in 2014-15. Currently, the formal review is taking place by the public. You may access these standards [here](#) by selecting 2012 ELD Standards.

Please share this information with parents and other stakeholders in your district so that they may also provide input. Please send comments to Jan.Lanier@tn.gov by **Oct. 7, 2013**.

Thank you for all you do for the students in Tennessee! Let me know if I can help in any way.

Jan Lanier

ESL Coordinator/Title III Consultant
Division of Special Populations
TN Department of Education

Jan.Lanier@tn.gov

Phone: (615) 532-6314

Fax: (615)532-8536

Twitter: @TNedu

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A BEST of TNTESOL Presentation

Rigor, Vigor and Relevance in the ESL Classroom

Andrea Bontempi, Ed.S.
Johnna Paraiso, Ed.D.
Rutherford County Schools

Maia struggled to get through 57 math problems on Tuesday night. Her mother was frustrated. “Why aren’t you listening in class? Why do you have so much to bring home?” she growled at her daughter. Maia, in tears, insisted that she had been listening in class, that the large amount of math homework given was standard for her math class. When Maia’s mother conferenced with the math teacher, the instructor confirmed Maia’s assertion. “I assign this amount of homework because I want these students to be prepared for college as well as for the TCAP testing,” the teacher replied. “I am expected to make this class academically rigorous! These students need practice and we just don’t have enough class time to do what needs to be done!”

But does more work make a class more authentically rigorous? Does harder work increase academic rigor? Barbara Blackburn, Ed.D., author of *Rigor Made Easy* and *Rigor is Not a Four Letter Word* insists that increasing rigor can be accomplished without increasing homework time or teaching next year’s curriculum this year. Blackburn lists three essential components of instructional rigor:

1. Students are expected to learn at high levels. Regardless of economic status or language proficiency, students are not limited to a “dumbed-down” curriculum, but have access to high quality instruction that will catapult them forward.
2. Students are supported sufficiently while they are learning at high levels. Scaffolding and other methods are employed to make the instruction reachable for all students.

3. Students have numerous opportunities to demonstrate their learning, both individually and collectively. Teachers utilize a variety of assessments to allow students to show what they know.

Rigor is an essential component in the adoption of the Common Core State Standards. Rather than fear the concept of academic rigor, teachers can look at designing a rigorous classroom as an opportunity to promote both student engagement and deep learning. The four key instructional shifts required by the Common Core Standards—close reading of the text, learning academic vocabulary, citing textual evidence, and participating in a range of collaborative discussions—are all rigorous. Rigorous instruction is demanding, relevant, engaging, self-challenging, and adaptive while addressing different learning styles.

The Rigor/Relevance Framework (Daggett) integrates Bloom’s Taxonomy and an Application Model that focuses on student involvement and work. The most successful activities include higher order thinking and student buy-in. Project-based learning lends itself naturally to high rigor, high relevance as it challenges students to think critically and solve cross-curricular problems. Students take ownership of their learning as well as responsibility for the products they create.

Finally, the student-teacher relationship must be nurtured. Students respond when they know their teacher believes in and cares about them.

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Embedded Language Literacy: A Push-in Model of Instruction

Johnna Paraiso, Ed.D.
Rutherford County Schools

Teachers of English language learners have used a number of instructional models. Sheltered instruction and pull-out instruction are popular across our state, but one model that is being used more frequently is the inclusion, or push-in, model. Some systems have already used the push-in model. Done well, push-in ESL can have great advantages. Done poorly, the ESL teacher becomes a paraprofessional and the students make fewer gains.

While researching effective models of push-in English language learning, I ran across the term "embedded English development." What a great term! **Embedded Language Literacy**. It defines what ESL teachers are trying to accomplish. So many times in the past, the concepts taught in the ESL class were taught in isolation. There was no context for the content that the ESL teacher was delivering.

In order to understand what was needed in a push-in, or co-teaching model, classroom, I examined the rationale for an Embedded Language classroom, the roles that the ESL teacher and the mainstream co-teacher assume, and the agreement that the co-teachers must make.

The rationale behind the decision to use a push-in instructional model can vary widely. One reason might be that an embedded ESL model fits the building schedule more smoothly. Perhaps the ESL teacher and the classroom teacher can provide more effective instruction together than they can separately. Before adopting a push-in instructional model, be sure that you and your co-teacher can articulate clearly why this model is instructionally appropriate for your population.

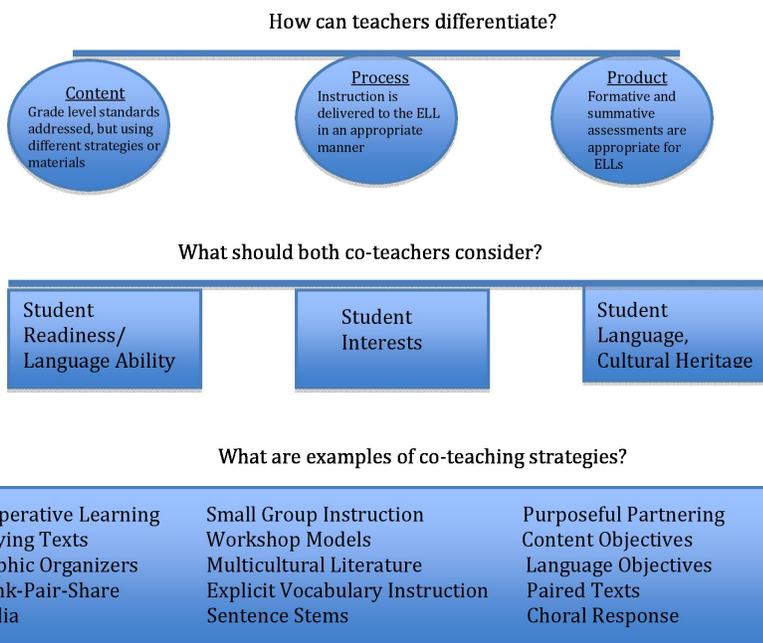
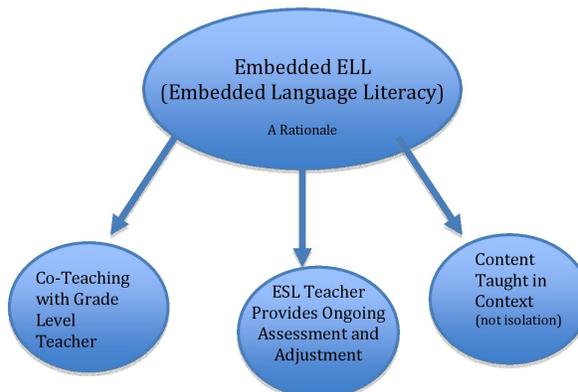
The roles of the ESL teacher and the mainstream co-teacher must be clearly defined. The ESL teacher should decide with the co-teacher exactly which teacher is responsible for which task. How the teacher will co-plan a lesson is a very important issue and must be explicitly addressed. Student assessment must be examined. It might be helpful to create a Co-Teacher Agreement that the ESL teacher and the classroom teacher both sign. This agreement would list specifically the roles, responsibilities and the beliefs of each teacher. There should be a plan for dealing with disagreements and irregularities as well. Similar to a pledge, such a Co-Teacher Agreement would protect the working relationship of both educa-

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tion professionals. An Embedded Language model classroom works best when the teachers involved value the working relationship and cultivate a collegial atmosphere.

Push-in, or Embedded ESL, is a challenging beast. The most important things initially are to develop an amicable relationship with your co-teacher, learn your students' skills and needs, and understand that, at the beginning, sometimes you may have to co-teach on the fly, without much time for planning. Embedded ESL can be messy at first. Don't be afraid of it. This process could help address some of the teacher isolation issues that are often common with ESL teachers while providing strong instruction for our ELL kids. Don't abandon the pull-out model however! Pull out is still more appropriate in some instances, especially in scheduling large numbers or with newcomers and beginners.



**Planning Ahead:
Teacher of the Year**

Christine Tennyson
TNTESOL Board Member
TOY Committee

Please consider nominating a worthy ESL teacher in your area for the Teacher of the Year. We are looking for K-12 teachers who exemplify not only good teaching, but also leadership in both the area of ESL and their community. Each grand division of the state has a winner: east, middle and west. From these winners, we choose an overall winner for the state. Nominations are open on the TNTESOL website year-round, but only those made before November first of each year are considered for the upcoming TNTESOL conference. Please nominate a teacher you know.

SETESOL 2013

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

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