

FRIDAY MORNING

Room	7:00 - 7:30	7:30 - 8:00	8:00 - 8:30	8:30 - 9:00	9:00 - 9:50	10:00 - 10:50	11:00 - 11:50
Main Lobby	Registration						
Heritage Foyer						Exhibit	
Terrace Foyer							
Heritage Foyer		Breakfast					
Heritage AB				Opening Plenary			
Terrace East							Motivating Student Learners
Terrace West							What should we do and not do about vocabulary?
Wisteria						Breakthrough to Literacy - Our Mission: Empower Teachers - Deliver Results	Teaching English Language Arts to English Language Learners
Rosewood						Phoenix Academy: Helping Newcomers Close their Literacy Gap	Increasing ESOL Parental Involvement: Literacy and Resources
Raintree						A Small District ESOL Counselor: A Different Perspective	Valuing Your Students' First Language in the ESOL Classroom
Mimosa						Nuts and Bolts of F.A.M.E. -- A Parent Outreach Program	No English Language Learner Left Behind -- NELLB
Buckhead 1						Collaboration: Planning for Comprehensive Instruction All Day!	Gender Education: Reducing Barriers that Prevent Learning
Buckhead 2						ELL Performance Benchmarks: Connecting the Dots for ELL Students	ESOL Team - Best Practices for Monitoring ESOL Exited Students
Live Oak						Transcripts and Placement of International MS and HS Students	

FRIDAY AFTERNOON

Room	12:00 - 1:30	1:30 - 2:00	2:00 - 2:50	3:00 - 3:50	4:00 - 4:50
Main Lobby		Registration	2:30 - 3:00 Coffee Break		
Heritage Foyer	Exhibit				
Terrace Foyer					
Heritage C	Lunch				
Heritage AB					
Terrace East			2:00 - 3:30 Dr. Eugene E. Garcia		3:45 - 5:00 Pathways to Closing the Achievement Gap
Terrace West					Novel and fieldtrip combination makes big impact with intermediate students
Wisteria			Look Who Is Talking? Cross-Cultural Communication		
Rosewood			Everyone Learning by Moving and Singing	Webbing with SIOP and CALLA - A Visual and Interactive Framework	Mexican Education System: An Overview
Raintree			Turn On the Learning with Georgia Public Broadcasting	How to Host an Orientation for Mainstream Teachers Serving LEP Students	The 5 Ws of an Intensive English Language Program
Mimosa			Enriching Content Classes for Secondary ESOL Students	Cheating Redefined: An Analysis of Contemporary Plagiarism Issues	WorldView -- Creating a MAP for fluency
Buckhead 1			Supporting Student Achievement through Migrant Education Program Supplemental Services	Building Bridges Not Barriers: Family Friendly Schools	Restructuring a middle school for ELL success
Buckhead 2			Q & A Session with Dr. Esperanza Zendejas	The Power of Acceleration and Previewing for ELLs	The Role of the ESOL Counselor
Live Oak			Steps-to-College: A higher education response to ESOL student needs	Movement Activities in the ESOL Classroom	Incorporating Corpus in L2 Writing
Cascades				Innovative Programming for English Language Learners: Charlotte-Mecklenburg Schools	

Friday, March 4th

GATESOL Plenary Keynote Address

8:30 - 9:50
Heritage AB

Kathy Mellor

Ms. Kathy Mellor was named 2004 National Teacher of the Year, and was recognized by President George W. Bush and his wife,



Laura Bush, at the White House on April 21, 2004. Kathy is the first English as a Second Language educator to receive such an honor. Ms. Mellor, as an English as a Second Language teacher at Davis Middle School in North Kingstown, Rhode Island for 19 years, has been at the forefront of designing and implementing a district program since she began teaching there. One of Kathy's colleagues in North Kingstown describes Ms. Mellor as single handedly developing the most successful ESL program they have and for being a tireless advocate for the ESL population and their families. Kathy states that through the development of her program, "instruction was better able to address differences in age, educational background, learning style, and rate. Parental involvement is nurtured, leading to the development overtime of a strong parent-teacher rapport."



Friday, March 4th

Concurrent Sessions

10:00 - 10:50 AM

INTEREST AREA(S): PreK - 3rd

ROOM: WISTERIA

Breakthrough to Literacy - Our Mission: Empower Teachers - Deliver Results

Tanya Barrett, Breakthrough to Literacy
Kelly Amatucci, Breakthrough to Literacy
Ed Wright, Breakthrough to Literacy

Take a journey through our Breakthrough to Literacy sample classroom. Experience the four Essential Practices of Breakthrough by participating in an engaging and unique model classroom. Participants will spend time at each station (shared story, writing, software instruction and home connections).

INTEREST AREA(S): HS; Prog. Coord.

ROOM: RAINTREE

A Small District ESOL Counselor: A Different Perspective

Lorabeth Stroup, Fayette County High School

This presentation will focus on the position of the ESOL Counselor in a smaller Georgia district. The ESOL Counselor must combine her regular counseling duties with the specific needs of the ESOL students. This presentation will include specific examples of special programs initiated for ESOL students as well as handouts and program descriptions.

INTEREST AREA(S): ES; MS; HS; Hi. ED; Ad. ED

ROOM: MIMOSA

Nuts and Bolts of F.A.M.E. -- A Parent Outreach Program

Ana Menezes-Brown, Cobb County Schools
Marjorie Bickerstaff, Cobb County Schools

F.A.M.E. (Family Achievement Makes Excellence) is a family outreach program geared toward reaching par-

ents and students who are non-native speakers of English. F.A.M.E. uses the Rosetta Stone Software as part of its core curriculum and technology integration efforts. In this section we will share our parental involvement design.

INTEREST AREA(S): MS; HS; Prog. Coord.

ROOM: ROSEWOOD

Phoenix Academy: Helping Newcomers Close their Literacy Gap

Cheryl C. Wienges, Gainesville City Schools
Robert Thorpe, Gainesville City Schools
Laura Herrington, Gainesville City Schools

Phoenix Academy is an intensive English acquisition and academic preparation program for students with limited formal schooling and for older students needing specialized GED or diploma services. This presentation will explore the development and progress of this innovative program for under-schooled ELL adolescents.

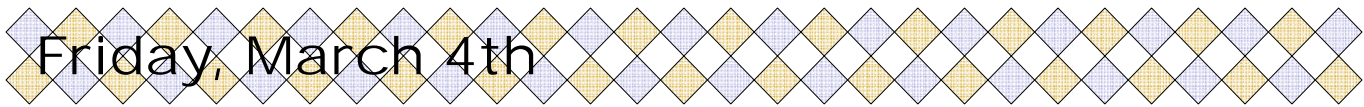
INTEREST AREA(S): ES; MS; Prog. Coord.

ROOM: BUCKHEAD 1

Collaboration: Planning for Comprehensive Instruction All Day!

Beth Arnow, Gwinnett County Schools
Pat Allison, Gwinnett County Schools

Congruent, comprehensible instruction throughout the school day for ELLs requires collaborative planning between the ESOL teacher and other educators. To ensure this collaboration, GCPS has implemented an online database for teachers to develop an ongoing instructional modification and intervention plan for each ELL. Presenters will discuss the rationale and demonstrate format.



Friday, March 4th

INTEREST AREA(S): ES; MS; HS; Prog. Coord.

ROOM: BUCKHEAD 2

ELL Performance Benchmarks: Connecting the Dots for ELL Students

Maria Montalvo-Balbed, Fulton County Schools
Lynne LeLoup Pennington, Consultant
Lynne McClendon, Consultant

The ELL Performance Benchmarks provide a way for ESOL teachers to monitor, mediate, and facilitate the learning progress of ELLs as well as dialog with parents, administrators, and other staff members concerning the progress made by individual English Language Learners. Designed with input from ESOL teachers and other educational professionals, the ELL Benchmarks create a focus for a dynamic learning environment. The presenters share information and sample products from the Benchmarks.

INTEREST AREA(S): MS; HS

ROOM: LIVEOAK

Transcripts and Placement of International MS and HS Students

Shirley Tauber-Nguyen, Gwinnett County Schools

Grade level and class content on foreign transcripts is not clear from a simple translation alone. Placement officials must draw from their knowledge and from multiple resources in order to make appropriate grade level decisions in the placement of middle school and high school students.

11:00 - 11:50 AM

Dr. Esperanza Zendejas

Dr. Esperanza Zendejas is currently the school superintendent in the East Side Union High School District in San Jose, CA. She was born in Mexico and graduated from Stanford University with an Ed.D. Dr. Zendejas is the recipient of numerous honors including, the Kellogg Foundation Fellow, Brownsville Citizen of the year, Indianapolis Toastmaster Award, Indianapolis Toastmaster's Award, the Ford Foundation Award Scholarship, the American Legion Citizenship Award and the California Cavalcade of Women Award. She is also an author who has written *The Tame Cactus in 1999*, *Infallibility in 1999*, *Wings of Bamboo, 2005* and *Chicken Mole (due at the end of 2005.)*

INTEREST AREA(S): ALL

ROOM: TERRACE EAST/WEST

Motivating Student Learners

Esperanza Zendejas takes you on a journey full of inspiration and motivation. Learning to succeed in a different country with a different language and different culture is no easy task. Hear about the challenges and opportunities from a woman of two languages and two cultures.

Question & Answer Session with Dr. Zendejas from 2:00 - 2:50 in BUCKHEAD 2

INTEREST AREA(S): Hi. ED; Ad. ED

ROOM: WISTERIA

What should we do and not do about vocabulary?

David Johnson, Kennesaw State University

This presentation will discuss some of the misconceptions about vocabulary teaching. It will offer a critique of some of the prevalent ideas about explicit vocabulary teaching in the ESL field. The presentation will conclude with some practical advice to promote vocabulary growth.

INTEREST AREA(S): HS

ROOM: ROSEWOOD

Teaching English Language Arts to English Language Learners

Dr. Terry N. Williams, Meadowcreek High School

How can one teach grade-level content to ELLs? The presenter will demonstrate strategies that activate prior knowledge, provide a framework for learning, and check for understanding. Strategies include using anticipation guides, modeling questioning, having students work in collaborative groups, and using graphic organizers. Come add to your teaching repertoire.

INTEREST AREA(S): ES; Ad. ED; Prog. Coord

ROOM: RAINTREE

Increasing ESOL Parental Involvement: Literacy and Resources

*Noris Price, Woodland Elementary
Ana Sousa, Woodland Elementary
Maria Applegate, Woodland Elementary*

The presenters will discuss how to implement a Parent Involvement Program, using Literacy, English Classes, tutoring, trained staff, and other enrichment activities that enhance the learning environment, accountability, and participation of ESOL families.

INTEREST AREA(S): HS

ROOM: MIMOSA

Valuing Your Students' First Language in the ESOL Classroom

*Dr. Rachel Norwood, Meadowcreek High School
(Gwinnett County Schools)*

The presenter will discuss ways to facilitate English acquisition (especially in ESOL language arts classes) by having students actively engage their first languages while learning English. Sample activities will be from a high school ESOL language arts class.

INTEREST AREA(S): ES; MS; HS; Prog. Coord.

ROOM: BUCKHEAD 1

No English Language Learner Left Behind - - NELLLB

Evelyn Arroyo, Learning 24-7

The "No English Language Learner Left Behind: The Tools to Make It Happen" (NEELLB) provides a framework and the processes to empower PK-12 educators and stakeholders with the knowledge and skills to ensure that all ELLs meet the NCLB requirements. Four components of the NELLB will be presented: STANDARDS, EXAMINE DATA, ASSESSMENT and LEARNING EXPERIENCES.

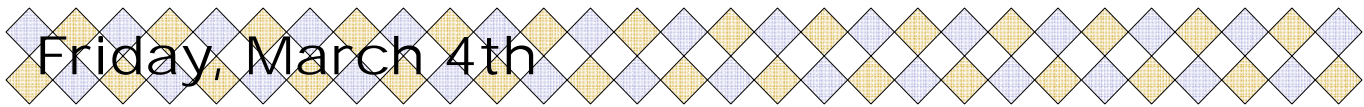
INTEREST AREA(S): ALL

ROOM: BUCKHEAD 2

Gender Education: Reducing Barriers that Prevent Learning

*Dr. H.E. "Doc" Holliday, Campbell Middle School (Cobb County)
Dr. J. Eric Tubbs, Kennesaw State University
Laryn Kendrick, Campbell Middle School*

This interactive presentation will examine promising, low cost strategies that accelerate the learning of children of color. We will review data that illustrates double digit gains on standardized tests with diverse low socio-economic student populations. We will help you design, implement, and monitor a program in your school setting.



Friday, March 4th

INTEREST AREA(S): ES; MS; HS

ROOM: LIVEOAK

ESOL Team - Best Practices for Monitoring ESOL Exited Students

*Cindy Tu, Hall County Schools
Dr. Sandra Perry, Hall County Schools*

In this workshop, administrators and teachers will come away with tools to meet NCLB guidelines for exited ESOL students. Topics will address best practices for monitoring exited students, as well as current ESOL served students through an ESOL Team concept. Detailed procedures for establishing the ESOL Team and forms used for instructional and test accommodations will be shared.

2:00 - 3:50 PM

INTEREST AREA(S): ALL

ROOM: WISTERIA

Look Who Is Talking? Cross-Cultural Communication

*Bruce Cox, PATH Academy
Suttiwan Cox, PATH Academy*

Through lecture, demonstration, stand-up comedy, skits, and other hands-on activities, participants will recognize cultural influences in communication, identify barriers to effective cross-cultural communication, and develop skills and understanding that will facilitate effective communication across cultures

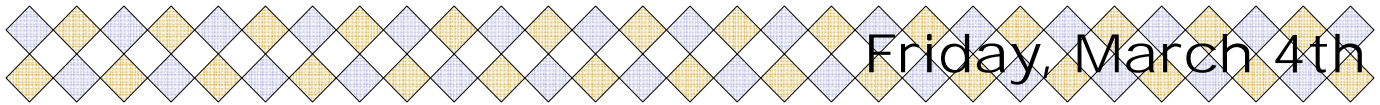
2:00 - 3:30 PM

Dr. Eugene E. Garcia

Dr. Eugene Garcia is Vice-President for University-School Partnerships and Dean of the College of Education at Arizona State University. He received his B.A. from the University of Utah in Psychology and his Ph.D. in Human Development from the University of Kansas. Dr. Garcia has published extensively in the area of language teaching and bilingual development authoring and/or co-authoring over 150 articles and book chapters along with 17 books and monographs. He served as a Senior Officer in the U.S. Department of Education from 1993-1995. He is conducting research in the areas of effective schooling for linguistically and culturally diverse student populations funded by the National Science Foundation and is Chairing a National Task Force on Early Education for Hispanics funded by the Foundation for Child Development. His most recent books include, *Hispanic Education in the United States: Raices y Alas*, and *Student Cultural Diversity: Understanding and Meeting the Challenge* both published in 2001. A new book, *Bilingualism and Schooling in the United States*, is in press (Columbia Teachers College Press).

INTEREST AREA(S): ALL

ROOM: TERRACE EAST/WEST



Friday, March 4th

2:00 - 2:50 PM

INTEREST AREA(S): ES

ROOM: ROSEWOOD

Everyone Learning by Moving and Singing

*Roxanne Carter-McGraw, Dekalb County
Karen Hamilton-Barienu, Dekalb County*

Music and movement enhances reading, listening, and writing, and helps learners learn faster, retain information longer and makes learning fun. The presenters will demonstrate how music, rhythm, movement and songboards can be used to teach phonics and other subjects to TESOL and remedial reading learners. Door prizes will be given.

INTEREST AREA(S): ES; Prog. Coord.

ROOM: RAINTREE

Turn On the Learning with Georgia Public Broadcasting

*Lauretta Kloer, Georgia Public Broadcasting
Laura Miller, Georgia Public Broadcasting*

Participants will learn how to incorporate educational programming with activities and books to facilitate the learning of English in young children. Participants will be given materials to construct a magic wand. Terms Learning Triangle, Media Literacy and Smart TV will be defined. Every participant receives a free children's book.

INTEREST AREA(S): MS; HS

ROOM: MIMOSA

Enriching Content Classes for Secondary ESOL Students

*Torrie Voss, Webb Bridge Middle School (Fulton County Schools)
Angie Reed, Alpharetta High School*

Enriching Content Classes for Secondary ESOL Students presents a format that the ESOL teacher can use to assist the content area teacher to provide instructional methods that meet the needs of language minority students. Strategies are based on the three principles of increasing comprehensibility, interaction, and thinking skills.

INTEREST AREA(S): ALL

ROOM: BUCKHEAD 1

Supporting Student Achievement through Migrant Education Program Supplemental Services

*Craig M. Geers, Migrant Education Program Specialist
Randall Townley, Piedmont Migrant Ed. Agency
James Phenix, Live Oak Migrant Ed. Agency
Elizabeth Burnette, Southern Pine Migrant Ed. Agency
Dr. Barbara Moates, Two Rivers Migrant Ed. Agency*

The Georgia MEP is an important state-wide supplemental services program for eligible migrant children and youth, the majority of whom are English language learners. Meet the four Georgia Migrant Education Agency Directors and learn about program eligibility requirements, as well as access and availability to agency services for migrant students.

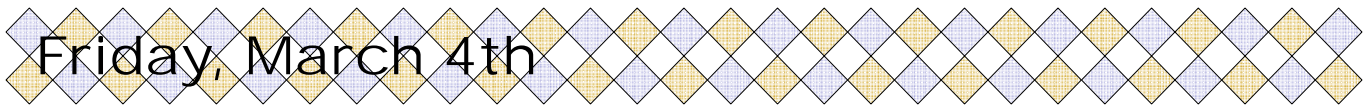
INTEREST AREA(S): HS; Hi. ED

ROOM: LIVEOAK

Steps-to-College: A higher education response to ESOL student needs

*Harriett A. Allison, Gainesville College
Diane Widmer, South Forsyth High School
Tonna Harris-Bossleman, Gainesville College*

How can ESOL students be encouraged to increase their English language proficiency, complete high school and continue with post-secondary education? This proposal presents a description of the response of one Georgia two year college through its summer ESOL program, Steps-to-College. The presentation includes the reflections of students who have participated.



Friday, March 4th

3:00 - 3:50 PM

INTEREST AREA(S): ES; MS; HS; Hi. ED.; Prog. Coord.

ROOM: ROSEWOOD

Webbing with SIOP and CALLA - A Visual and Interactive Framework

*Mae Lombos Wlazlinski, Berry College
Emma Kirk, Clayton County Schools*

Participants will learn about an innovative tool which integrates two research-based methodologies, the Sheltered Instruction Observation Protocol (SIOP) and CALLA. The presenters will demonstrate how it works as a planner and as a guide and show some examples of strategies and activities. A SIOP checklist of its features and indicators will be distributed.

INTEREST AREA(S): ES; MS; HS

ROOM: RAINTREE

How to Host an Orientation for Mainstream Teachers Serving LEP Students

Judy Pontonio, Cobb County Schools

This session describes an orientation you can use in your school for new (or veteran) regular education teachers who find themselves instructing LEP students. The presenter will include a format for presenting: data regarding the LEP population, practical strategies on how to present material effectively to LEP students, tips for effective LEP family involvement, and guidelines for dealing with cultural differences.

INTEREST AREA(S): ES; MS; HS

ROOM: LIVE OAK

Movement Activities in the ESOL Classroom

Desmond Edwards, Woodland Middle School, Fulton County Schools

Educational research shows that learning is more effective when it is "active." This workshop will engage participants in a variety of movement activities in the ESOL math classroom. It uses the 8 components of the SIOP Model that prepares teachers to work with English learners.

INTEREST AREA(S): ES; MS; HS

ROOM: BUCKHEAD 2

The Power of Acceleration and Previewing for ELLs

Donna Robertson, Learning-Focused Solutions

Learning-Focused Schools' strategies are those research based strategies found in effective schools. This presentation will focus on one of the main elements of the Learning-Focused School's model, Acceleration and Previewing, and demonstrate how to use the Acceleration Model and previewing strategies when teaching content to English Language Learners. Multiple examples of each strategy will be modeled by the presenters and the audience will be given opportunities for participation and interaction.

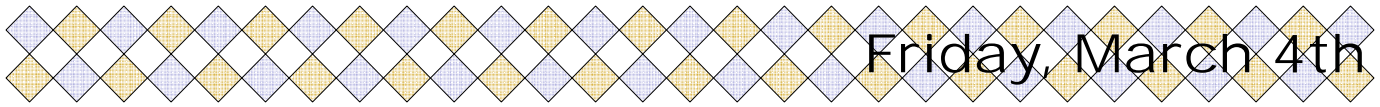
INTEREST AREA(S): ALL

ROOM: BUCKHEAD 1

Building Bridges Not Barriers: Family Friendly Schools

Bridget McGilvra, ESCORT

As schools seek to improve achievement for all students educators must find ways to meaningfully collaborate with all stakeholders, including the family. This session will explore the unique cultures, needs and contributions of diverse populations in order to promote understanding and help educators forge partnerships that will extend education beyond the walls of the school.



INTEREST AREA(S): MS; HS; Hi. Ed; Prog. Coord.

ROOM: MIMOSA

Cheating Redefined: An Analysis of Contemporary Plagiarism Issues

*Adrienne Ochoa, Georgia State University
Brent R. Poole, Georgia State University
Jing Zhang, Georgia State University*

If you have ever addressed the issue of plagiarism in your classroom, then you won't want to miss this presentation which will explain differing cultural views as well as the role of technology in plagiarism. The audience will be invited to share their own experiences, and handouts will be provided.

INTEREST AREA(S): ES; MS; Prog. Coord.

ROOM: CASCADES

Dual Language Immersion Education

*Jennifer Lupold Pearsall, Charlotte-Mecklenburg Schools
Regina J. Boyd, Charlotte-Mecklenburg Schools*

This session will provide an overview of programs and services for English Language Learners in Charlotte-Mecklenburg Schools (CMS). Video clips will highlight heritage language and dual-language programs. CMS serves over 8,000 ELLs who speak 94 different languages in 115 K-12 schools.

3:45 - 5:00 PM

INTEREST AREA(S): ES; MS; HS; Prog. Coord.

ROOM: TERRACE EAST/WEST

Pathways to Closing the Achievement Gap

*Evelyne Barker, GADOE
Clara Keith, GADOE
Ken Proctor, GADOE
Lisa Copeland, GADOE
Craig Geers, GADOE
Victoria Webbert, GADOE*

This presentation features state and federal instructional support programs for students at risk of academic failure. Georgia Department of Education program directors will highlight program characteristics and emphasize ways to collaborate in bridging the achievement gap for English language learners.

4:00 - 4:50 PM

INTEREST AREA(S): ES; MS; HS

ROOM: ROSEWOOD

Mexican Education System: An Overview

*Laura M. Alvarez, Hapeville Elementary School, Fulton County Schools
Jezabel Guadalupe, Hapeville Elementary School, Fulton County Schools*

This presentation will provide the attendee an understanding of the Mexican Education System from Kindergarten to high school. Cultural differences among Mexican schools, school work habits and routines, promotion guidelines, parental attitudes towards school and teachers, types of homework and tests, recess, school lunch among other topics will be discussed.

INTEREST AREA(S): MS; Prog. Coord.

ROOM: BUCKHEAD 1

Restructuring a middle school for ELL success

Verdi Avila, Cobb County Schools

How a middle school in the poorest congressional district, the South Bronx, was restructured to achieve success for ELL students. A description of the school prior to restructuring and the results on an innovative initiative that achieved results beyond expectations.

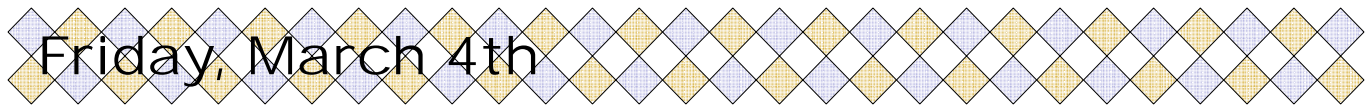
INTEREST AREA(S): HS; Hi. Ed; Ad. Ed

ROOM: LIVE OAK

Incorporating Corpus in L2 Writing

*Luciana Diniz, Georgia State University
Katherine Moran, Georgia State University*

This presentation discusses some benefits of using corpus linguistics in language acquisition, especially as a tool to help learners with their writing skills. The paper also presents some problems faced by teachers and learners in their attempts to use corpus in the classroom and some potential solutions for these problems.



Friday, March 4th

INTEREST AREA(S): HS; Hi. Ed; Ad. Ed

ROOM: WISTERIA

Novel and fieldtrip combination makes big impact with intermediate students

Erica Dotson, Georgia Perimeter College, Lawrenceville Campus

Learn about the success of combining a fieldtrip, a novel, reading instruction and vocabulary development with intermediate learners. The presenter will also share ideas to help increase learners' reading speed and vocabulary retention.

INTEREST AREA(S): Ad. Ed.

ROOM: MIMOSA

WorldView -- Creating a MAP for fluency

Todd McDonald, Pearson Longman

WorldView provides a proven map that leads students toward conversational fluency: Motivating students with compelling topics, Anchoring learning through clear presentations, and Personalizing tasks around students' experiences. In this presentation, Series Editor Michael Rost demonstrates WorldView's state-of-the-art approach to learning, and provides useful tips for more active and productive classes.

INTEREST AREA(S): MS; HS; Prog. Coord.

ROOM: RAINTREE

The 5 Ws of an Intensive English Language Program

*Arleen Folorunsho, Barnes Education Center, IELP
Jennifer Summey, Barnes Education Center, IELP
Jacquelyn Whitt, Barnes Education Center, IELP*

We will be describing the Intensive Language Program at the Barnes Education Center in Cobb County. The format will be an overview of the program through the 5 Ws. The discussion will include an analysis of our successes and challenges in light of student assessment data.

INTEREST AREA(S): ES; MS; HS

ROOM: BUCKHEAD 2

The Role of the ESOL Counselor

*Jeri Green, Riverwood High School, Fulton County Schools
Claudia Phillips, Fulton County Schools
Caroline Grimes, Fulton County Schools
Hella Peart, Fulton County Schools
Ken Cooke, Fulton County Schools
Donna Boyd-Gomez, Fulton County Schools*

Attendees will learn the roles of the ESOL counselors and how they support students, parents, and teachers. Strategies presented will include academic, career, and social/emotional guidance activities. The presenters will provide resources and suggestions for supporting ELLs.