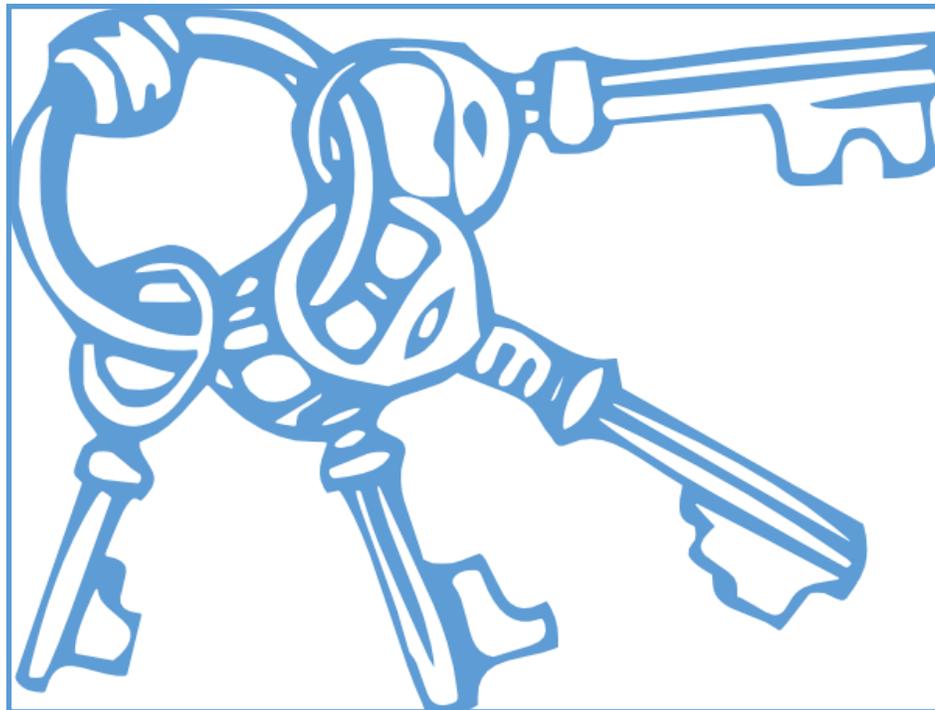




2017 36th Annual GATESOL Conference



**K.E.Y.S. to Cultural Proficiency:
Unlocking the Language of Equitable Instruction**



**October 19th - 20th, 2017
The Edgar H. Wilson Convention Centre
Macon-Bibb, Georgia U.S.A.**

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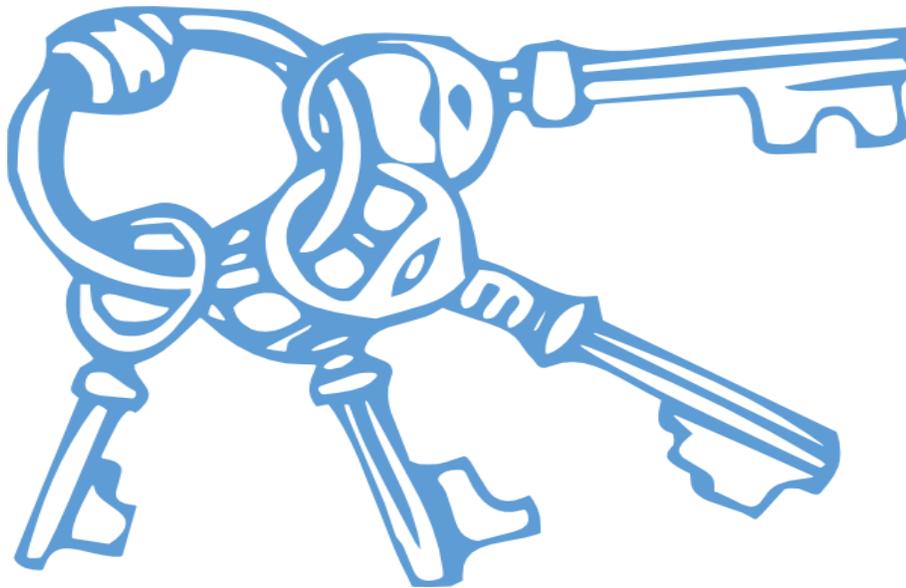
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All of the session rooms have a capacity requirement. Please note the signs posted outside each room. If the room has reached capacity, please be so kind and find another room to participate in a session.

We have many extraordinary sessions! Thank you. GATESOL

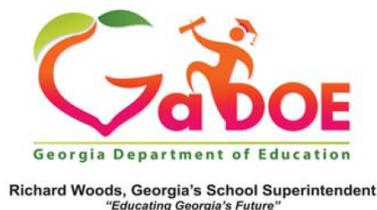
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All of the session rooms have a capacity requirement. Please note the signs posted outside each room. If the room has reached capacity, please be so kind and find another room to participate in a session.

We have many extraordinary sessions! Thank you. GATESOL



Dear Colleagues,

On behalf of the Georgia Department of Education ESOL & Title III Unit, I am thrilled to welcome you to the 2017 36th Annual GATESOL Conference.

This year's theme, "Keys to Cultural Proficiency: Unlocking the Language of Equitable Instruction," is especially timely as we transition into a new educational policy era through the passage of the ESSA. As ESOL educators, administrators, and policy makers, it remains our charge to ensure that ELs are prepared for the rigor they will face (today) in their secondary education experiences as they prepare for future college and career endeavors. It is our belief that with everyone working collaboratively, the success of our ELs is possible.



As you embark on your learning journey, both professionally and personally, we hope that the keynote speakers, breakout sessions, vendors, and your interactions with your colleagues provide you with value added opportunities to engage as active participants. Please take a moment to share your wonderful experiences while you are here at the conference. Stay tuned for opportunities to engage on social media or to interact face-to-face with an old friend or someone new. This is *your* conference and your involvement and engagement are "keys" to its success.

The rest of the Georgia Department of Education Title III team are here both as attendees and as facilitators for one of the breakout sessions. If you see one of us, please take a moment to say, "Hello!" We would love to meet or reconnect with you to hear about your conference experiences.

Once again, on behalf of the Georgia Department of Education ESOL & Title III Unit, I say welcome to an exciting learning and sharing opportunity for you *and* for our ELs.

Sincerely,

Dr. Jacqueline C. Ellis, NBCT
State ESOL Program Specialist
ESOL & Title III Unit
Georgia Department of Education

Cori Alston, Program Manager

Dr. Meg Baker, Title III Specialist, (North)

Dely Roberts, Title III Program Specialist (Middle)

Tammie Smith, Title III Program Specialist (South)



STATE OF GEORGIA
OFFICE OF THE GOVERNOR
ATLANTA 30334-0900

Nathan Deal
GOVERNOR

October 19, 2017

To: Georgia Teachers of English to Speakers of Other Languages (GATESOL)

GREETINGS:

I am pleased to extend my warmest regards to Georgia Teachers of English to Speakers of Other Languages. On behalf of the State of Georgia, it is a pleasure to for our state to host your event.

Please allow me to welcome your distinguished guests, and other attendees. Your organization has made a tremendous impact on non-native English speakers. The importance of this organization is undeniable. I applaud GATESOL for making a lasting impact on Georgia students.

I commend Georgia Teachers of English to Speakers of Other Languages for organizing this event and send my best wishes for a successful and enjoyable event.

Sincerely,

A handwritten signature in black ink that reads "Nathan Deal".

Nathan Deal

ND:at



ROBERT A.B. REICHERT
MAYOR

OFFICE OF THE MAYOR

Macon-Bibb County

700 POPLAR STREET
P.O. BOX 247
MACON, GEORGIA 31202-0247
(478) 751-7170
FAX (478) 751-7931

October 2, 2017

Greetings:

On behalf of Macon-Bibb County, it is my pleasure to extend greetings and welcome to the members of the Georgia Teachers of English for Speakers of Other Languages (GATESOL) at your 36th Annual Conference.

I would like to take this opportunity to commend GATESOL for its dedication and for encouraging professional development, participation, and leadership within the state of Georgia, I also want to thank you for cooperatively working toward the improvement of instruction in all programs which seek to provide students with an opportunity to acquire English language skills and proficiency and for promoting and understanding of the cultures of non-native speakers of English.

Thank you for allowing Macon-Bibb County to host this event, and we hope you will in the future let us serve you again.

With kindest regards and best wishes for a successful conference.

Sincerely,

Robert A.B. Reichert
Mayor

RABR/pc

Letter from the President

Cherrilynn Woods-Washington, Ed. D.

Greeting GATESOL Members and Friends,

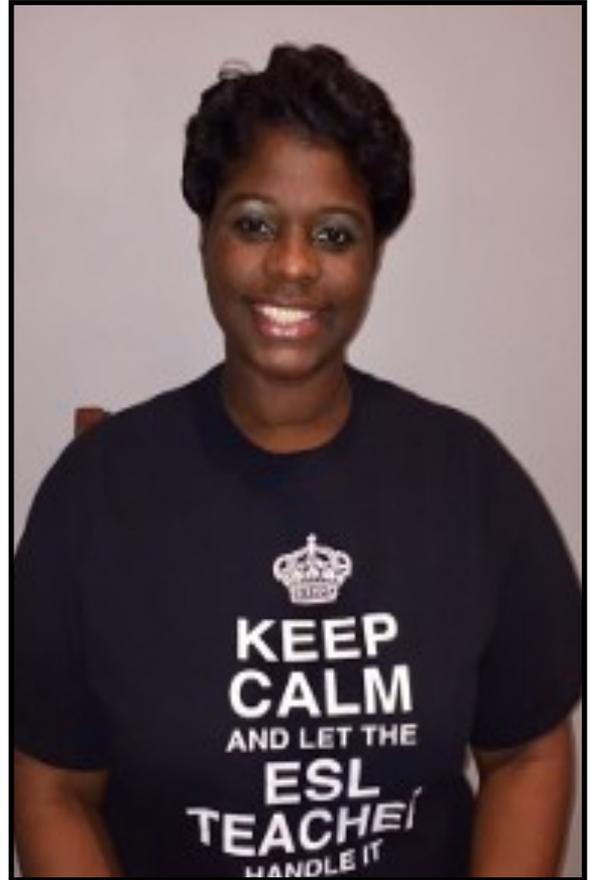
I am delighted to welcome you to Macon, Georgia, and the 2017 GATESOL Conference: "K.E.Y.S. to Cultural Proficiency: Unlocking the Language of Equitable Instruction." This opportunity for educational development and continuous learning is designed for educators across Georgia. Effective teaching is crucial to the sustainability of English Language Learners at all levels. The right combination of knowledge and skills applied appropriately throughout education will ensure that our students will be served with the best education.

I hope you use these two days to learn new information, greet fellow educators, and experience Macon! Return to your schools and colleges/universities energized and ready to be the light and change in the lives of every child or student you teach.

Once again, WELCOME!

Cherrilynn Woods Washington, Ed. D.

GATESOL President 2017



Letter from the 1st Vice-President/Conference Chair

Mrs. Kendra M. Castelow, Ed. S.

Esteemed GATESOL Members, Conference Attendees, and Colleagues,

I am thrilled to welcome you to Macon, Georgia, for the 2017 36th Annual Georgia Teachers of English to Speakers of Other Languages Conference! Not only is Macon is “Heart of Georgia,” is the birthplace of my Mother, Delores (Howard) Wade. The connections I have made traveling from my birthplace, St. Louis, Missouri, to this beautiful city birthed my desire to see my fellow educators connect with one another and to members in their communities. I selected the theme, “**K.E.Y.S. to Cultural Proficiency: Unlocking the Language of Equitable Instruction**,” because of my experiences as a student and as an educator. As a young student, I struggled with the sense of belonging. I was African-American girl, raised Catholic, in a Catholic school, and child of parents born in the South. My home was filled with the sounds of Classical, Jazz, and Gospel music, and my kitchen was filled with the typical aromas of Southern cuisine. I worked to understand a Midwestern community, and my educators worked to understand my diverse background and to not put me in “a box.”

Our multilingual and multicultural students struggle to understand and to be understood. They work to understand the nuances of the English language. Also they work to understand why some people overgeneralize multicultural and multilingual people’s diverse languages, customs, and cultures. In addition, they work to understand that, although their educators recognize their students’ cultural diversity, those same educators accidentally or purposefully say and do things that are culturally indifferent, incompetent, or destructive. The truth is some of our English Learners can exhibit shared characteristics yet challenge myths and defy odds.

It is my hope that, before you seek to understand your English Learners, you seek to **KNOW** yourself. Discover your identity, your struggle, and your “way of being.” It is then that you are empowered to reach out to your students and teach them with understanding. As you do that, you will be able to **ENGAGE** those in your community. Although some view our present political climate as something left to be desired, I encourage you to **YIELD** to public policy, while watching and learning the overt and covert messages at hand. It is then that you will be equipped to effectively **STRATEGIZE** and plan to meet the academic and professional needs of your students.



Be the “KEY” and speak the language of equity. Seek to unify your English Learners, your organizations, and your community members with the threads of diversity. Be the advocate your students so desperately need. As I reflected on my life as a student, I believe you can do the same with your life. Remember that 1 teacher who spoke a word of encouragement in your life. Do not forget the 1 teacher who erroneously alienated you. Many times, painful experiences birth purposeful ones.

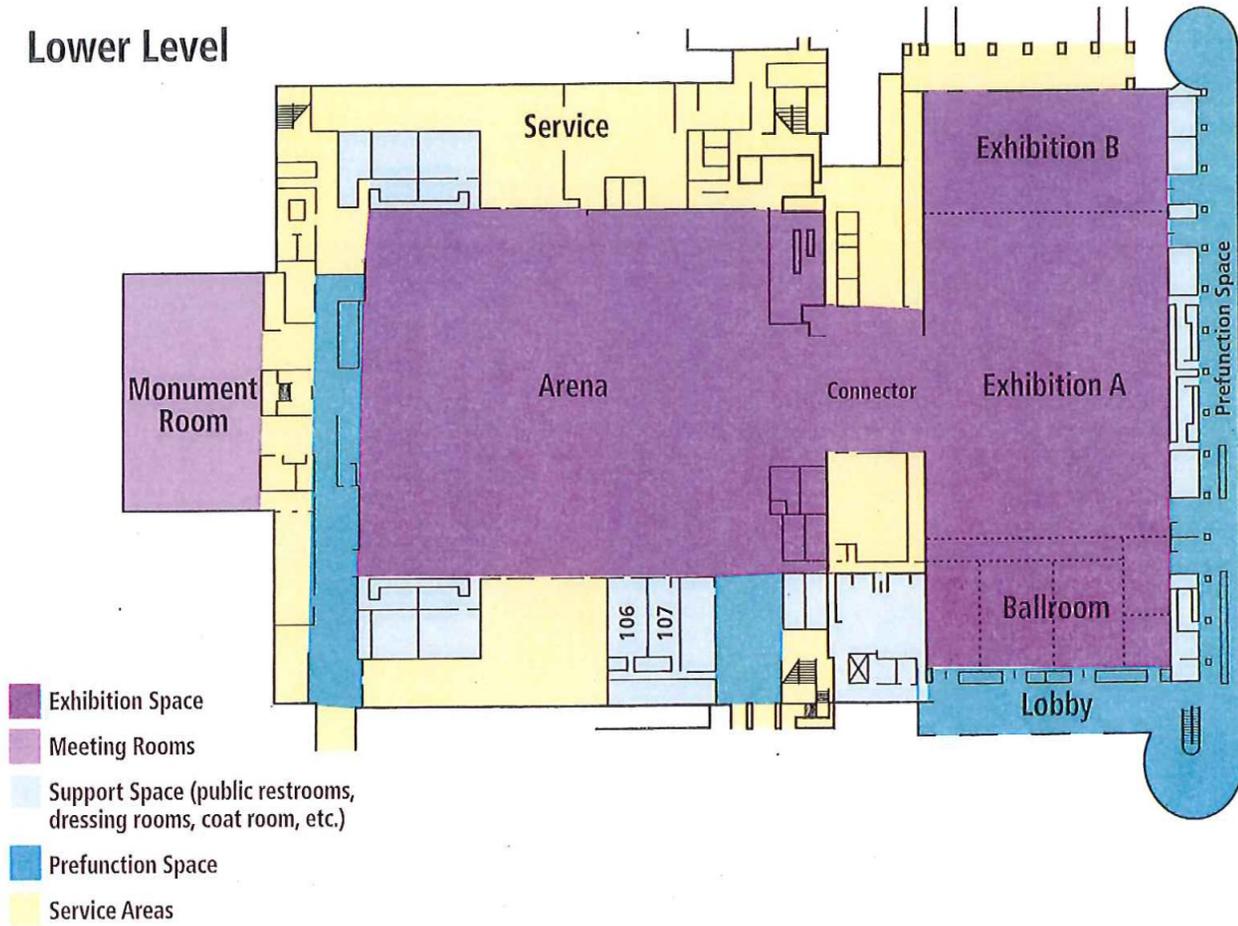
So, take this time to reconnect with old friends and meet some new ones! Relax, refocus, and renew your love of education! Whatever the problem is in your classroom or community, be the KEYS and be the solution!

Kendra

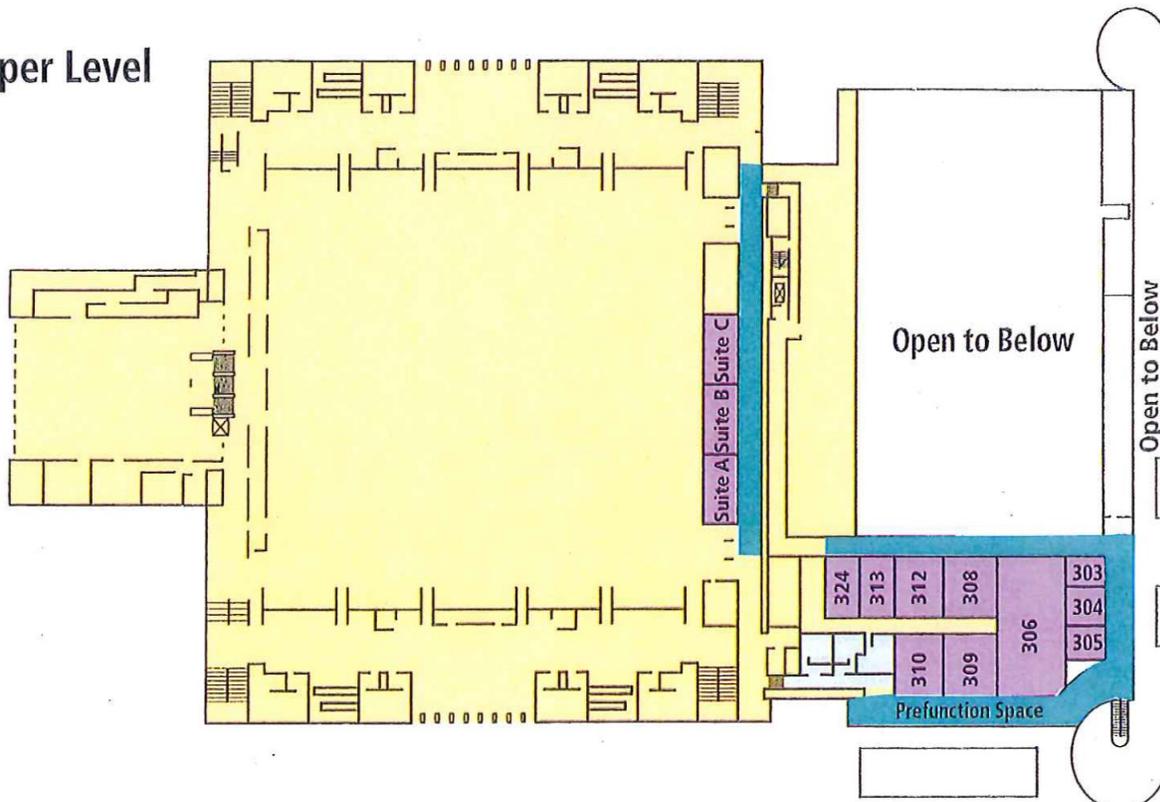
Kendra M. Castelow
1st Vice President & Conference Chair
Regional Liaison, GATESOL
2016 Leadership Robins Alum
Lifetime Member, *Phi Kappa Phi*

Map of The Centreplex and The Edgar H. Wilson Convention Centre

Lower Level



Upper Level



SHOW YOUR BADGE

DISCOUNT PROGRAM

Welcome to Macon, Georgia – Where Soul Lives! While you are here, we invite you to take some time to enjoy our local attractions, restaurants, and much more! Simply present your conference badge at these participating businesses to receive special savings exclusively during your meeting!

"SAVE DURING YOUR

#MACONMEETINGS!"



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Macon, GA 31201

478.743.3401

SHOW YOUR BADGE

PROGRAM

WHERE
SOUL
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ATTRACTIONS & DINING

Ocmulgee National Monument • 1207 Emery Highway Macon, GA 31217 • 478-752-8257 • 10% off in museum store ([Macon Soul Stop](#))

Jarrell Plantation • 711 Jarrell Plantation Rd Juliette, GA 31046 • 478-986-5172 • 25% off on one regular adult admission (does not include group tours)

Cannonball House • 856 Mulberry St Macon, GA 31201 • 478-752-8257 • \$1 off admission

Rigby's Entertainment Complex • 2001 Karl Dr. Warner Robins, GA 31088 • 478-287-6465 • \$5 bonus cash per person (Bonus cash goes towards select arcade games only)

Rock Candy Tours • 543 Cherry St Macon, GA 31201 • 478-955-5997 • \$10 off private tour (starts at \$60) & \$2 off Free Birds and Night Owls Tour Advanced reservation required Fridays, 9pm in front of the Rookery

Back Burner Restaurant • 2242 Ingleside Ave Macon, GA 31204 • 478-746-3336 • Chef's Choice of Dessert for the table

Back To Eden • 3348 Vineville Ave Macon, GA 31204 • 478-405-3336 • 10% off entire order ([Macon Soul Food](#))

Bearfoot Tavern • 468 2nd St Macon, GA 31201 • 478-305-7703 • Free non-alcoholic beverage w/entrée purchase ([Macon Soul Food](#))

Between The Bread/Michaels • 588 Mulberry St Macon, GA 31201 • 478-743-3999 • Free dessert w/purchase of entrée ([Macon Soul Food](#))

Buffalo Wild Wings • 169 Tom Hill Sr. Blvd Macon, GA 31210 • 478-475-1286 • \$5 off \$25 purchase

Downtown Grill • 562 Mulberry St Lane Macon, GA 31201 • 478-742-5999 • Free non-alcoholic beverage w/entrée purchase

Franca's Buffalo Wings • 1365 Linden Ave Macon, GA 31201 • 478-741-3338 • 10% off regular menu item ([Macon Soul Food](#))

Greek Corner Deli • 587 Cherry St Macon, GA 31201 • 478-254-3059 • Free fountain drink w/purchase of sub or gyro and bag of chips ([Macon Soul Food](#))

H&H Soul Food Restaurant • 807 Forsyth St Macon, GA 31201 • 478-742-9810 • Complimentary beverage w/purchase of a breakfast or lunch entrée ([Macon Soul Food](#))

Harp and Bowl • 520 Mulberry St Macon, GA 31201 • 478-743-8682 • 5% off purchase

Hilton Garden Inn • 1220 Stadium Dr. Macon, GA 31204 • 478-741-5527 • Complimentary glass of House Wine w/purchase of an appetizer or entrée ([Macon Soul Food](#))

Ingleside Pizza • 2395 Ingleside Ave Macon, GA 31204 • 478-750-8488 • Free soft drink w/food purchase

Just Tap'd • 488 1st St Macon, GA 31201 • 478-599-9951 • 50% off 1st Summer Honey Lager ([Macon Soul Food](#))

Margarita's Mexican Grill • 1602 Montpelier Ave Macon, GA 3101 • 478-254-7707 • 15% off entire order

Papoulis Mediterranean Café & Market • 121 Tom Hill Sr. Blvd Macon, GA 31210 • 478-474-0204 • 15% off Menu items. Not valid w/deli or shelf items.

Red Lobster • 2077 Riverside Dr. Macon, GA 31204 • 478-746-3263 • Free soft drink w/entrée purchase

Roly Poly • 624 New St Macon, GA 31201 • 478-745-7659 • Free drink, chips or cookie w/meal or 15% off meal

Satterfield's • 120 New St Macon, GA 31201 • 478-742-0352 • Free dessert w/meal purchase

Stevi B's Pizza Buffet • 175-B Tom Hill Sr. Blvd Macon, GA 31210 • 10% off purchase. Not valid with any other offers.

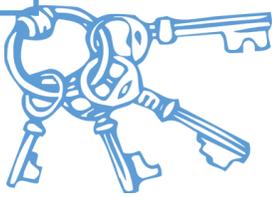
Subway • 883 Pine St Macon, GA 31201 • 478-743-0988 • Buy any foot long sub; get free chips and 21oz drink

Subway • 121 Tom Hill Sr. Blvd Macon, GA 31210 • 478-471-1213 • Buy any foot long sub; get free chips and 21oz drink

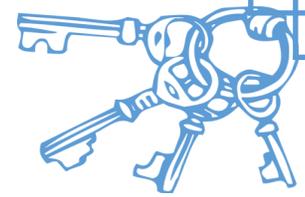
Subway • 630 North Ave Macon, GA 31211 • 478-746-6196 • Buy any foot long sub; get free chips and 21oz drink

Tic Toc Room • 408 Martin Luther King Jr Blvd Macon, GA 31201 • 478-744-0123 • Free non-alcoholic beverage with entrée ([Macon Soul Food](#))

Tropical Smoothie Café • 120 Tom Hill Sr. Blvd Suite 102 Macon, GA 31210 • 478-257-6040 • 10% off entire meal and 15% off for first-responders.



2017 GATESOL Annual Conference
“K.E.Y.S. to Cultural Proficiency:
Unlocking the Language
of Equitable Instruction”



K **Know Thyself and Others**

Being reflective in your teaching, preparation, and interaction with your students, colleagues, and families.

E **Engage All Stakeholders**

Engaging your families, businesses, community leaders, and legislators as you work to affect a change in the lives of your English Learners and members of the multilingual and multicultural populations.

Y **Yield to Public Policy**

Reaching out to your Legislators, Representatives, Senators, and other guiding organizations responsible for overseeing education, related programs, and outreach.

S **Strategize Instruction and Collaboration**

Developing lesson plans, delivering professional development, and working across the curriculum to meet the educational and personal needs of your multilingual and multicultural populations.

Get people talking!



Share what you hear about any and all of the “K.E.Y.S.” for
this year’s conference! Use social media:



@GATESOLpeach



#GATESOLpeach



#GATESOLKEYS17

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www.visitmacon.org

Thanks to Organizations & Individuals and Their Services!

Hotels

Macon Marriott City Center

240 Coliseum Drive

Macon, Georgia 31217 USA

Hilton Garden Inn Macon/Mercer University

1220 Stadium Drive

Macon, Georgia 31204 USA

TownePlace Suites Macon Mercer University

1550 Mercer University Drive

Macon, Georgia 31204 USA



GATESOL Executive Board Dinner

Tic Toc Room

408 Martin Luther King Junior Boulevard

Macon, Georgia 31201 USA



GATESOL

Thanks to Organizations & Individuals and Their Services!

GATESOL Conference AND Board Member Shirts

Conference Bags, Pens, & Gifts

Macon Monogramming

thecorporateconnection.net



Program Book Printing

Printing Concepts

www.printingconcepts.biz



Publications

Easy English News

<https://www.elizabethclaire.com/>



Language Magazine

<https://www.languagemagazine.com/>



Thanks to Organizations & Individuals and Their Services!

Photographer

Rosetta Coyne

rosettacoyne@gmail.com



Reception Entertainment

Harold Thomas

<http://haroldethomas.com/>



Business Luncheon Entertainment

Otis Redding III

<http://otisreddingiii.com/>

478-731-3317



Thanks to Organizations & Individuals and Their Services!

Door Prizes

Tubman Museum

10 Guest Passes

<http://www.tubmanmuseum.com/>



Theatre Macon

2 Tickets

<https://www.theatremacon.com/>



Mr. Clayton Godwin, Shaper

Handcrafted Novelties

cgoodwin3rd@gmail.com

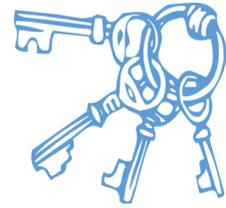
478-397-0217



GATESOL



2017 GATESOL Annual Conference
“K.E.Y.S. to Cultural Proficiency:
Unlocking the Language
of Equitable Instruction”



Thursday, October 19th

7:00—7:30 AM

FIRST TIMERS’ SESSION

Room 303

Facilitated by Jan Anglade,
GATESOL Member-at-Large



- ⇒ **Are you attending the GATESOL Conference for the first time?**
- ⇒ **Do you wonder how this conference applies to your professional development and overall value as an educator and member of your organization?**

Come join us at the First Timers’ Session,
where we can help you to plan your time to make the most out of this conference!





**We want to
know you!**
**Let's plan to
network all
year
long!**



Here's what to do:

- VISIT www.gatesol.org
- JOIN if you are not a member!
- LOG IN & UPDATE your profile if you are a member!
- ATTEND an upcoming event!

Use our new Press Kit to advocate for educators of English Learners and English Learners everywhere!

24/7

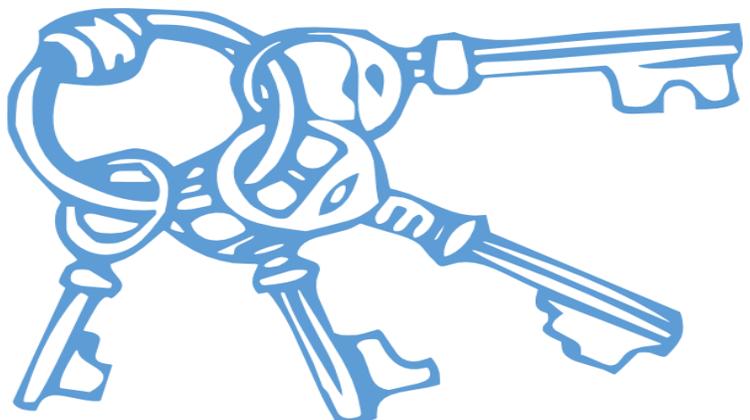
365 days/year

infogatesol@gmail.com

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Like Us on Facebook



2016-2017 GATESOL Executive Board

Officers

Cherrilynn Woods Washington	President
Jeff Terrell	Immediate Past-President
Kendra M. Castelow	1st Vice-President/Conference Chair
Elizabeth Webb	2nd Vice-President/Membership Chair
Jayoung Choi	Secretary
Greg Wickersham	Treasurer

Members-at-Large



Jan Anglade
Christina Catinella
Allen Dodge
Sue Kasun
Katie Simon Kurumada
Blake McIntire
Anna Yang



Regional Liaisons

Regions 1 & 2	Jaime Gonzalez
Regions 3 & 5	Jackie Saindon
Region 4	(Vacant)
Region 6	(Vacant)
Region 7	Tammy Strickland
Regions 8, 9, & 12	Kendra M. Castelow
Regions 10 & 13	Rhonda Habersham
Regions 11 & 14	George Porter
Regions 15 & 16	Rosetta Coyne

Standing Committee Chairs

Kendra M. Castelow	Conference Chair
Karen Shock	Newsletter
Gertrude Tinker-Sachs & Beth Wallace	<i>GATESOL In Action</i>
Lela Horne	Grants & Awards
Cherrilynn Woods-Washington	Southeastern TESOL Representative

President's Advisory Committee

Julie Eldridge, Karen Kuhel, and Heather Boldt

Do you want to be a part of a dynamic and influential group?

First-timers become a member of GATESOL and
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Our fees are reasonable and made just for **you!**



1 year - \$30.00 US

5 years - \$120.00 US

1 year (full-time students) - \$15.00 US



Members enjoy access to our GATESOL Newsletter and peer-reviewed
journal, *GATESOL In Action*.



Visit www.gatesol.org and click on the Membership tab!





Thanks to the GATESOL delegates:

Anthony Dahlen, Higher Education

&

Kendra M. Castelow, K-12

The only event of its kind in the United States, the TESOL Advocacy & Policy Summit is an unparalleled professional development opportunity for educators to learn about U.S. federal education issues and advocate for policies that support English learners and the field of English language education.

For more information visit...

<http://www.tesol.org/advance-the-field/advocacy-resources/tesol-advocacy-policy-summit>





GATESOL

Georgia Teachers of English to Speakers of Other Languages (GATESOL)

refers to the Georgia Affiliate of Teachers of English to Speakers of Other Languages, Inc. and is a registered non-profit organization in existence since the early 1980s.

Purpose:

- To encourage professional development, participation, and leadership within the state of Georgia.
- To provide opportunity for study and research.
- To work cooperatively toward the improvement of instruction in all programs which seek to provide students with an opportunity to acquire English language skills and proficiency.
- To promote an understanding of the cultures of non-native speakers of English.

2017 Conference Organizing Committee

Kendra M. Castelow, Conference Chair

Jayoung Choi, Program Chair

Katie Simon Kurumada, Registration Chair

Greg Wickersham, Exhibitor Liaison

Georgia TESOL

CELEBRATING 36 YEARS

2016-2017	Cherrilynn Woods-Washington	1998-1999	Lauren Fredella
2015-2016	Jeff Terrell	1997-1998	Diane Boothe
2014-2015	Julie Eldridge	1996-1997	Dottie Foster
2013-2014	Harvey Oaxaca	1995-1996	Joan Kelly Hall
2012-2013	Beth Wallace	1994-1995	Martyn Miller
2011-2012	Dana Geller	1993-1994	Patsy Thompson
2010-2011	Heather Boldt	1992-1993	Mary Jane Nations
2009-2010	Ayanna Cooper	1991-1992	Anne Toppie
2008-2009	Karen Kuhel	1990-1991	Sally Lovein
2007-2008	Karen Harris	1989-1990	Mary Lou McCloskey
2006-2007	Dell Perry Giles	1988-1989	Phyllis Hurt Moir
2005-2006	Barbara Beaverson	1986-1988	Rosemarie Goodrum
2004-2005	Ernie Blankenship	1985-1986	Wendy Newstetter
2003-2004	Marsha Taylor	1984-1985	Scott Enright
2002-2003	Eric Kendrick	1983-1984	Cathy Jacobson
2001-2002	Susan Firestone	1982-1983	Carol Ruska Jones
2000-2001	Terry Williams	1981-1982	Becky Bodnar
1999-2000	Christine Wright Burgoyne		

1981—2016



Regional Support

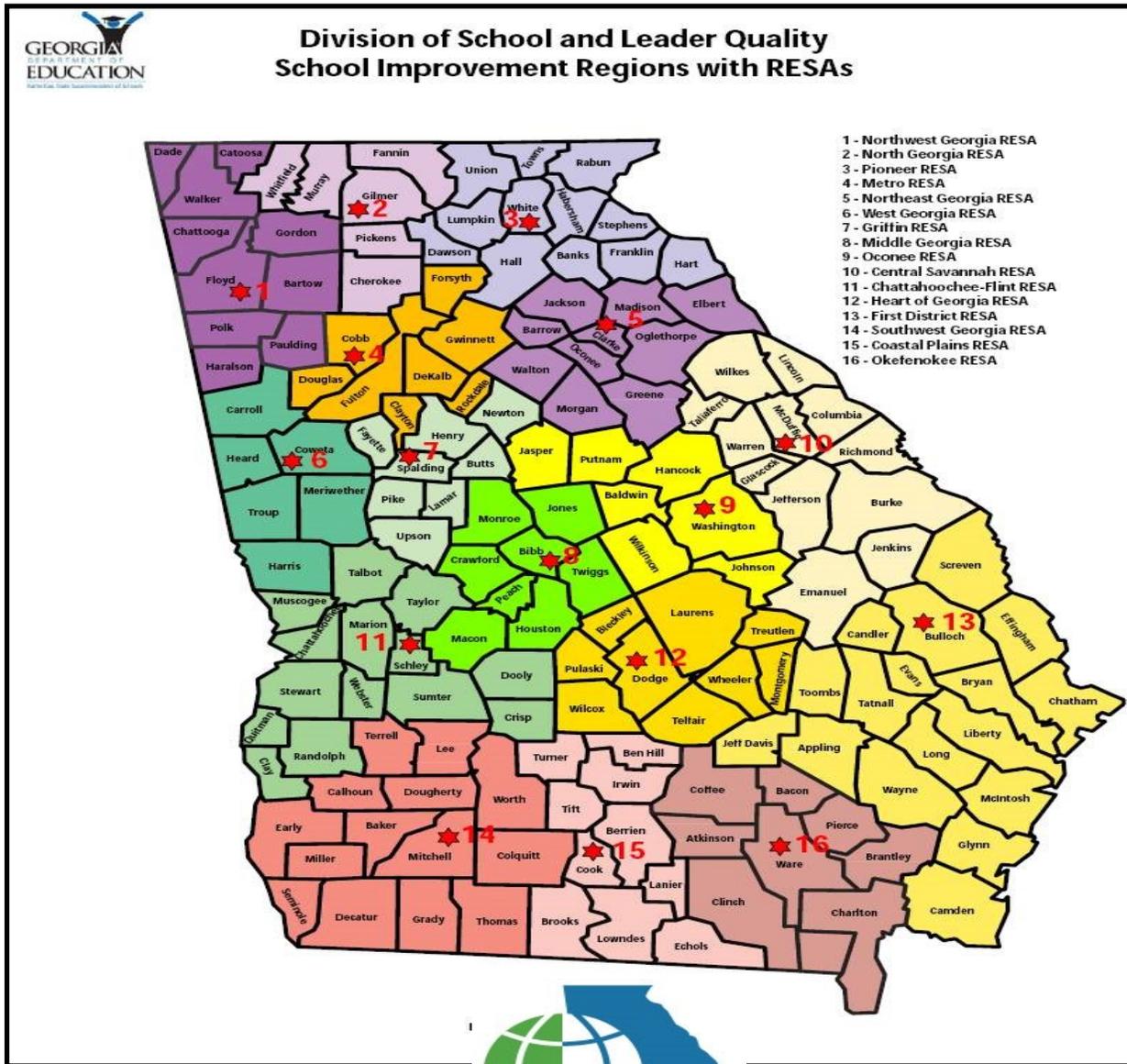
The GATESOL Board has made the decision to improve communication between various parts of the state by appointing Regional Liaisons for a period of two years. Regional Liaisons are appointed by the President and will assist GATESOL in ensuring greater participation in the organization. *If you have any concerns or information you wish to share, please contact the person in your region for assistance.*



Duties and Responsibilities:

- Share and disseminate information concerning the organization between the sixteen regions and the Executive Board
- Encourage membership in GATESOL
- Foster professional development
- Identify and involve future leadership in the region in GATESOL
- Promote the publicity of GATESOL and its annual conference
- Obtain and submit articles of interest concerning his/her region for the GATESOL Newsletter
- Attend a minimum of one Board meeting during the year.
- Answer any questions or concerns in the region, as well as present any concerns to the Executive Board
- Become informed about issues concerning political/legislative initiatives that affect English Language Learners in Georgia. Assist in the organization of a possible one-day mini-conference for their region organized by local members, universities, etc.

Regional Support (as of 10-10-17)



Jennifer Pendergrass	queentammi@gmail.com	1 & 2
Jackie Saindon	saindon@gmail.com	3 & 5
Open Position	(This could be you!)	4
Open Position	(This could be you!)	6
Tammy Strickland	trickland.tammy@fboe.org	7
Kendra M. Castelow	kendracastelowgatesol@gmail.com	8, 9, & 12
Alisa Leckie	aleckie@georgiasouthern.edu	10 & 13
George Porter	gporter754@gmail.com	11 & 14
Rosetta Coyne	coyne4@earthlink.net	15 & 16

GATESOL 2016-2017 GRANT/AWARD RECIPIENTS

- ◆ John R. Stowe Cultural Immersion Grant—Elizabeth Royer Woodward (Clarke County Schools)
- ◆ Georgia/Peru TESOL Travel Grant—Lori Ober and Joe Moore (Madison County Schools)
- ◆ Project/Professional Development Grant I—PK-12: Dana Geller (Friends of Refugees)
- ◆ Project/Professional Development Grant I—Adult or Higher Education: Joel Floyd (Englofeglobal.org)
- ◆ SETESOL Conference Travel Grant—Ethan Tinh Trinh (Full-time Student at Georgia State University)
- ◆ Public Service Award—Ethan Tinh Trinh
- ◆ Youth Service Award—Perla Martinez Paz, Carlos Mozo, & Antonio Vasquez Herrera
- ◆ Beverly Benson Travel Grant:
- ◆ Lindy Lopez-Butner Memorial Grant:
- ◆ Community Support Grant:



With the exception of the Community Support Grant, for which any non-profit organization benefiting the ELL community is eligible to apply, all grants are exclusively available to current GATESOL members.

Grants and Awards are given for various endeavors:

Projects

Professional Development

Research



Grants & Awards' Chairperson:
Lela Horne



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GATESOL Conference Schedule 2017



Thursday, October 19th

6:00 AM—6:00 PM	Exhibit Hall Opens
6:30 AM—5:00 PM	Registration/Information <i>(Registration Desk closed Saturday during Luncheon)</i>
7:30 AM—9:00 AM	Breakfast
7:00 AM—7:30 AM	First-Timers' Session
8:00 AM—9:30 AM	Opening Session <u>Special Guest: Dr. Jacqueline C. Ellis, State ESOL Program Specialist</u> <i>ESOL & Title III Unit</i> <i>Georgia Department of Education</i> <i>Keynote Speaker: Dr. Gloria Ladson Billings</i>
9:30 AM—10:05 AM	Book Signing - Visit Exhibit Hall - Break
10:15 AM—11:15 AM	Concurrent Sessions
11:20 AM—11:50 AM	K-12 Session w/Steve Cawthon, Certified WIDA Trainer
11:20 AM—11:50 PM	Higher Ed Session w/GATESOL
11:50 AM – 12:15 PM	Break – Visit Exhibit Hall
12:15 PM—1:15 PM	Lunch <u>Special Guest: Patrick Wallace, Program Specialist</u> <i>World Languages and Global Workforce Initiatives</i> <i>Georgia Department of Education</i>
1:15 PM – 1:30 PM	Brain Break
1:30 PM—2:30 PM	Concurrent Sessions
2:45 PM—3:45 PM	Concurrent Sessions
3:50 PM— 4:45 PM	Strategic Planning w/GATESOL
5:30 PM—7:30 PM	Reception & Poster Sessions (Meet & Greet) <u>Special Musical Guest: Harold Thomas</u>



2017 36th Annual GATESOL Conference

“K.E.Y.S. to Cultural Proficiency:

Unlocking the Language of Equitable Instruction”



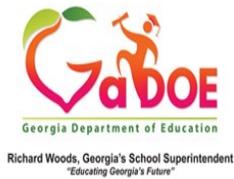
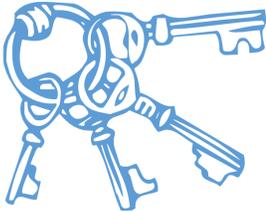
Thursday, October 19th

Special Guest

Jacqueline C. Ellis, NBCT, Ed. D.

8:00-9:30 AM

Exhibition Hall A



Dr. Ellis is the State ESOL Program Specialist at the Georgia Department of Education where she serves as the state contact for all topics related to the policies and procedures of the state ESOL program. Jacqueline has served as a Peace Corps EFL instructor in China, a middle school ESOL/ELA teacher/ESOL team leader in Florida and a high school ESOL/ELA teacher/ELA department chair in Georgia. Jacqueline has a very strong background in both ESOL and language arts programs and services. Jacqueline's doctorate is in Curriculum and Instruction – with an emphasis on TESOL- and she has a master's degree in TESOL education. Jacqueline is also a NBCT in ESOL and she holds additional certifications in ESOL, language arts and leadership.

**Join the GADOE Title III team
at 10:15-11:15 AM in Ballroom DE!**

Thursday, October 19th

Keynote Speaker

Dr. Gloria Ladson-Billings

8:00—9:30 AM

Exhibition Hall A



Gloria Ladson-Billings is the Kellner Family Distinguished Professor in Urban Education in the Department of Curriculum & Instruction and is Faculty Affiliate in the Departments of Educational Policy Studies, Educational Leadership & Policy Analysis and Afro American Studies at the University of Wisconsin-Madison. She was the 2005--2006 president of the American Educational Research Association. Ladson-Billings' research examines the pedagogical practices of teachers who are successful with African American students. She also investigates Critical Race Theory applications to education.

Ladson-Billings is the author of the critically acclaimed books, *The Dreamkeepers: Successful Teachers of African American Children*, *Crossing over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and *Beyond the Big House: African American Educators on Teacher Education*. She is editor of 6 other books and author of more than 100 journal articles and book chapters. She is the former editor of the *American Educational Research Journal* and a member of several editorial boards. Her work has won numerous scholarly awards, including the H. I. Romnes Faculty Fellowship, Spencer Post-doctoral Fellowship, and the Palmer O. Johnson outstanding research award. She is the 2015 winner of the Social Justice in Education Award given by the American Educational Research Association. She was named the 2012 winner of the Brock International Prize in education. In 2012 she was awarded an honorary degree from the University of Alicante, Alicante, Spain. In 2010 she was awarded an honorary degree from the University of Massachusetts – Lowell. In 2002 she was awarded an honorary doctorate from Umeå University, Umeå, Sweden. During the 2003--2004 academic year she was a fellow at the Center for Advanced Study in the Behavioral Sciences, Stanford, California. In fall 2004 she received the George and Louise Spindler Award from the Council on Anthropology and Education for significant and ongoing contributions to the field of educational anthropology. In spring 2005 she was elected to the National Academy of Education and the National Society for the Study of Education. In 2007 she was awarded the Hilldale Award, the highest faculty honor given to a professor at the University of Wisconsin for outstanding research, teaching, and service. She is a 2008 recipient of the state of Wisconsin's Martin Luther King, Jr. Heritage Award and the Teachers College, Columbia University 2008 Distinguished Service Medal. In 2009 she was elected to Kappa Delta Pi International Education Honor Society's Laureate Chapter—comprised of 60 living distinguished scholars. Former laureate members include notables such as Albert Einstein, John Dewey and Eleanor Roosevelt. Ladson-Billings is currently one of the NEA Foundation Fellows charged with providing advice on its "Achievement Gap Initiative." In 2014 she was a panelist on the White House's African American Educational Excellence Initiative's Essence Festival, "Smart Starts at Home" panel. In 2015 she received the Distinguished Lifetime Achievement Award from the Literacy Research Association. In 2016 she received the Lifetime Achievement Award from the Benjamin Banneker Association of the National Council for Teachers of Mathematics.

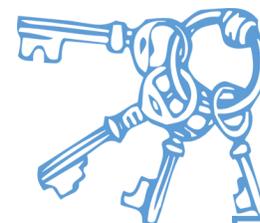
In addition to her scholarly activities Ladson-Billings has been an active member of the broader community. She is a member of the Board of Directors of the Urban League of Greater Madison, a member of the Vision Council of the United Way of Dane County, and a member of the Board of Directors of the Madison Children's Museum. She formerly served as a member of the Board of Directors of the Susan G. Komen for the Cure and remains an active advocate for African American women's health. In 2007 Ladson-Billings was ordained as a deacon in her church, only the second woman in the church's 105-year history. Ladson-Billings is 49-year member of Alpha Kappa Alpha Sorority, Inc. and a member of The Links, Inc.



2017 GATESOL Annual Conference

“K.E.Y.S. to Cultural Proficiency:

**Unlocking the Language
of Equitable Instruction”**



Thursday Morning at a Glance Concurrent Sessions

Room	10:15-11:15 AM	11:20-11:50 AM
Ballroom A	Teaching and Developing Giftedness in English Learners	<p>Please login and update your GATESOL profile. We want to keep in touch with you!</p>
Ballroom B	Engaging Refugee Families in the Classroom and Beyond	
Ballroom C	Practical and Effective Methods to Engage English Learner Families in Schools	
Ballroom DE	What Do Evidence-Based Practices Look Like Under ESSA?	
Room 303	Where Are the English Learners in Georgia Colleges?	
Room 306	Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students	K-12 Session w/Steve Cawthon, WIDA Certified Trainer
Room 308	Broadway in the Classroom: Using Show Tunes for Teaching Adults	Higher Education w/GATESOL
Room 309	What are the Effects of Being Labeled as an EL?	
Room 310	Beyond the Classroom: Leveraging EFL Teaching to Serve Institutional Mission	
Room 312	The Transnational Classroom: A Challenge for Educators	
Room 313	Beverly Benson Travel Grant: TESOL International Conference 2016 & 2017	
Room 324	Translanguaging in Content Classes: A Study of a Trilingual Preschooler	

Thursday, October 19th

10:15-11:15 AM

Teaching and Developing Giftedness in English Learners

Room: Ballroom A

Adrienne Woods

Fulton County Schools

In this session, attendees will learn ideas and strategies to implement to become better advocates for dual served Gifted/ESL students, be able to identify giftedness in students whose home language is not English, and identify and implement classroom strategies for the effective instruction of Gifted identified ELs. ELs are traditionally underserved in Gifted programs across the state due to many factors. It is the hope that participants will walk away more informed and empowered to develop all students to greatness.

Practical and Effective Methods to Engage English Learner Families in Schools

Room: Ballroom C

Jennifer Hicks

Harmony Elementary/ GCPS

Julie Warner

Bethesda Elementary/ GCPS

Our version of “parental participation” may be different than that of EL parents and should not be seen as evidence of lack of parental interest. This interactive workshop will allow participants to define practical methods to engage EL families in their children’s education, while encouraging parental leadership and collaboration regardless of cultural and language differences. Participants will identify ways to turn barriers into opportunities for engagement and fully utilize internal/external resources (students, interpreters, cultural brokers & translated materials) to sustain, promote and encourage EL parental participation.

Engaging Refugee Families in the Classroom and Beyond

Room: Ballroom B

Mary Baxter

World Relief

Kelsey Smith

New American Pathways

What makes a refugee student unique from other language learners? This presentation will address the presence of this demographic in the ESL classroom, from children to adults. We will present an overview of refugees and the resettlement process and discuss why English education plays a key role in the success of resettlement. We will cover the needs, challenges and opportunities in education for these families and practical applications for engaging them in learning English. The session will provide time for questions and discussion at its conclusion.

What Do Evidence-Based Practices Look Like Under ESSA?

Room: Ballroom DE

Dr. Meg Baker, Mrs. Dely Roberts, & Mrs. Tammie Smith

Title III Program Specialists for North Mid-, & South GA Regions

Georgia Department of Education

Under ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are “evidence-based”. In this session, school teams (teachers + administrator) will collaborate to determine the various levels of evidence for the effect specific interventions and instructional practices may have on improving English Learner student outcomes. Teams will also discuss how to design a school-based system for verifying ongoing efforts to examine these effects.

Thursday, October 19th

10:15-11:15 AM

Where Are the English Learners in Georgia Colleges?

Room: 303

Susan Bleyle

Georgia Gwinnett College

Debra Denzer

Georgia State University Perimeter College

Elizabeth Webb

Gwinnett County Public Schools

Linda Harklau

University of Georgia

In 2016 the University System of Georgia changed admissions policies. How are these changes affecting college admissions and ESL learning support for English learners? Join this session to learn more about the changes, share how they are affecting your students and your school or college, and to organize for action.

Broadway in the Classroom: Using Show Tunes for Teaching Adults

Room: 308

Liz Bigler

Georgia Gwinnett College/ Bigler ESL

Using music in the ESL classroom is a classic activity. But pop music can have slang and ungrammatical speech which might not fit what we want to present to our students. Time to cue up the Broadway soundtracks! Since musical theater tells a story, lyrics tend to be more like real speech, rich with authentic grammar and literary devices, and compelling in their theme. The presenter will explore lessons using songs from hit musicals, from the classics to modern hits. Come join us where Broadway meets your adult ESL classroom!

Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students

Room: 306

Jan Anglade

DeKalb County Public Schools

This presentation is designed for educators who wish to deepen their expertise creating and implementing meaningful pre-instructional activities, commonly known as "sponge activities". Academic sponge activities should be a fun and engaging way to welcoming the students to the classrooms as well as increasing their language acquisition. In this session, the presenter will share diverse pre-instructional activities that have been successfully implemented working with students at the Entering/Beginning levels of English language development.

What are the Effects of Being Labeled as an EL?

Room: 309

David Forker

Clarke County School District

This session will address what current research literature within the context of programmatic identification and tracking says about the effects of being labeled as an English learner. In particular, it will address topics such as EL's access to academic content and discourse, EL cohort effect, trends regarding EL reclassification, as well as EL tracking as a predictor of academic achievement. To conclude, implications and recommendations will be discussed.

Thursday, October 19th

10:15-11:15 AM

Beyond the Classroom: Leveraging EFL Teaching to Serve Institutional Mission

Room: 310

Lisa Kang

English Language Institute (ELI) at Mercer University

More and more educational institutions are searching for ways to enrich student learning experience, and “service-learning” is one of the approaches to engage students in experiential learning and make contribution to the greater community. In this descriptive report, the presenter shares how EFL teaching was incorporated into a 3-week service-learning course for a group of degree-seeking university students in the United States. Factors such as students’ experience in study abroad or teaching and allocated time prior to departure were considered for initial training design and effective implementation. As a result, a total of 4 modules were carefully structured and embedded, with each module ranging from 1.5 to 5 hours to address topics related to intercultural communications, teaching methodologies, and classroom management. Throughout the training and service in the host country, student teachers demonstrated their keen and developed understanding of cultural proficiency, and it was most evident in their successful rapport building with EFL learners.

This descriptive report includes details and the rationale for each module and yields some insight and resources for International Education professionals who are looking to integrate service-learning projects and English language instruction. It also illustrates to TESOL professionals how it is possible to provide practical TEFL training that’s manageable and effective in just 3 days, which is equivalent to less than 20 hours. This modular training is suitable and adaptable for not only short-term study abroad programs but also interested individuals who wish to be more than traveling participants while providing English language instruction abroad.

The Transnational Classroom: A Challenge for Educators

Room: 312

David Galban

Nina Reid

Atlanta Public Schools

Transnationalism is not only a process that allows the interconnection of individuals and social groups across borders but also the generation of new identities. Transnational migrants’ life experiences are complex and span beyond borders. Twenty percent of the children in the United States come from immigrant households. These children are active members of transnational families that are maintaining their cultural identities, and our educators would benefit greatly by learning about the life of these children.

Transnational students are framed in our educational system as English Language Learners (ELLs), and very often their culture becomes a burden or a liability for educators. Consequently, teachers are not just communicators of knowledge anymore but must also become cultural brokers, if they want their students to succeed and the educational system to work. Understanding how culture shapes our views and creates biases is very important for the understanding of the transnational classroom. Key concepts such as culture, assimilation, acculturation, ethnicity, race and micro-aggression among other topics will be addressed in this presentation.

Get people talking!

Share what you hear about any and all of the

“K.E.Y.S.” for

this year’s conference! Use social media:

#GATESOLKEYS17

Thursday, October 19th 10:15-11:15 AM

Beverly Benson Travel Grant: TESOL International Conference 2016 & 2017

Room: Room 313

Holly Arnold, 2016 Recipient
Kennesaw State University

Marilyn Ponder, 2017 Recipient
Kennesaw State University

This grant was created to support a teacher or a teacher trainer/supervisor who wishes to attend the International TESOL Convention. It is named in memory of Beverly Benson, an incredibly competent and compassionate educator and leader who was beloved by all that had the pleasure to know her. The presenters will share their individual experiences and takeaways while celebrating their ability to secure funding for their professional development. Holly Arnold traveled to Baltimore, Maryland, while Marilyn Ponder traveled to Seattle, Washington.

Translanguaging in Content Classes: A Study of a Trilingual Preschooler

Room: 324

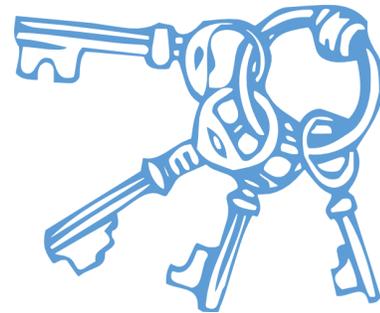
Jayoung Choi
Kennesaw State University

In this presentation, the presenter will provide helpful tips on how ESOL and content area teachers could apply the concept of translanguaging in the classroom. To do so, she will discuss implications of an ongoing research study that examines how a trilingual preschooler makes sense of his world and expresses meaning in three languages (English, Korean, and Persian) in the home context.

Get people talking!

Share what you hear about any and all of the
"K.E.Y.S." for
this year's conference! Use social media:

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Linary Kingdon

Founder/CEO
404-304-2542

Linary@AchieveGreaterSuccess.org

<http://achievegreatersuccess.org/>

Thursday, October 19th

11:15-12:00 PM

K-12 Session w/GATESOL

Room: 306

Steve Cawthon

WIDA

GATESOL

Steve is a Certified WIDA trainer. During this session, he will review the performance definitions and then share several fun strategies geared towards the ESOL teacher as well as the General Education teacher. In addition, he will explore best practices as they relate to small group instruction.

Higher Education w/GATESOL

Room: 308

GATESOL

There are many issues that affect the multilingual student. A majority of those issues cast a shadow over an otherwise exciting time in the college-age student's life. If you are a Professor, Instructor, Director, or Staff Member at a college/university, come and discuss how these issues affect your classrooms and brainstorm how you might become a better advocate for your learners!

Intensive English Program w/GATESOL

Room: 310

GATESOL

There are many issues that affect the Intensive English Programs. A majority of those issues cast a shadow over an otherwise exciting time in the college-age student's life. If you are an Instructor, Director, or Staff Member in an Intensive English Program, come and discuss how these issues affect your classrooms and brainstorm how you might become a better advocate for your learners!

**How do YOU rate yourself
and your sphere of influence?**

- ◇ **Know Thyself and Others**
- ◇ **Engage All Stakeholders**
- ◇ **Yield to Public Policy**
- ◇ **Strategize Instruction and Collaboration**

**BE
THE
"K.E.Y.S."
TO YOUR ORGANIZATION!**

Thursday, October 19th

12:15-1:15 PM

Special Guest

Angela R. Bates

Park Ranger
Interpretation/Volunteer Manager
Ocmulgee National Monument

Exhibition Hall A



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Thursday, October 19th

12:15-1:15 PM

Special Guest

Patrick Wallace

**Program Specialist
World Languages and Global Workforce Initiatives
Georgia Department of Education**

Exhibition Hall A



Mr. Wallace is a native of Georgia and a graduate of Georgia Southern University, from which he received a Bachelor of Arts Degree and a Master in Education Degree. He is a former German teacher of 22 years, a two time Teacher of the Year, a poet and author and former Fulbright Scholar at the University of Vienna.

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An Introduction to Georgia's Dual
Language Immersion Model and
How It Supports English Learners,
Transient Student Populations
and Literacy for All Learners

1:30-2:30 PM

***Join Mr. Wallace
at his
sessions in
Ballroom B!***

The Seal of Biliteracy and
the Drive Toward Building
Linguistic and Cultural
Proficiencies

2:45-3:45 PM



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Thursday Afternoon at a Glance Concurrent Sessions

Room	1:30 PM—2:30 PM	2:45 PM—3:45 PM
Ballroom A	Create an Online RTI for ELs Folder using One-Note	Filling in Foundational Gaps: Structures and Strategies for Emergent English Learners
Ballroom B	An Introduction to Georgia's Dual Language Immersion Model and How It Supports English Learners, Transient Student Populations and Literacy for All Learners	The Seal of Biliteracy and the Drive Toward Building Linguistic and Cultural Proficiencies
Ballroom C	Academic Language in Reading Assessment and Instruction	Moving Towards Being More Culturally Responsive
Ballroom DE	Engaging Beginner Readers Using Social Injustice Throughout History	ESOL Leaders: Developing an ESOL Professional Development Training Module
Room 303	Warm Ups for Everyone	Family Achievement Makes Excellence - Opening Doors for ESOL Families
Room 306	Beyond the School Bell: Developing Programs for ELL Families	Leveraging Language for Learning in Content Classrooms
Room 308	Putting the S.W.I.R.L. in Mathematics: Activities and Strategies for Building Academic Language in Mathematics	American College Students' Cross-Cultural Teaching Abroad Experience in South Korea
Room 309	Creating Cultural Proficiency in Content Literacy Teaching	Bye Bye Boring Bell Ringers! Moving Beyond Kahoot
Room 310	Class Not Chaos!	Differentiated Instruction --- Differentiated!
Room 312	2017 TESOL Advocacy and Policy Summit	Zoo Phonics - Integrating Visual and Kinesthetic for English Learners
Room 313	Pre-Service Teachers' Experiences of International TESOL Practicum in South Korea	Engagement, Not Activism: Suggestions on Influencing Your Local Government Representatives
Room 324	PERU TESOL/Georgia TESOL Convention 2017 Travel Grant: Learn and Share	Dysfunction Between L2 Graduate Students and Their Advisors

Thursday, October 19th

1:30-2:30 PM

Create an Online RTI for ELs Folder using OneNote

Room: Ballroom A

Debbie Collins

Cobb County Schools

With the assistance of her ESOL administrator and local Technology Expert, the Presenter has compiled an interactive folder for the express use of the regular classroom teacher when gathering documentation for RTI. They used OneNote and shared it on Office 365. The Presenter share how they went about choosing the elements to include in the Notebook and how session participants can go about creating their own Notebook.

Academic Language in Reading Assessment and Instruction

Room: Ballroom C

Catherine Bunch

Lexia Learning

Learn what reading science has to say about how we can help more of our students read proficiently, and why academic language is such a critical component in achieving reading success. Beginning with an overview of findings from reading science research on the importance of academic language, this session will connect research to instruction and translate those research findings to success in the classroom through reading instruction and assessment.

An Introduction to Georgia's Dual Language Immersion Model and How It Supports English Learners, Transient Student Populations, and Literacy for All Learners

Room: Ballroom B

Patrick Wallace

Georgia Department of Education

There is an urgent need in Georgia and indeed nationwide to support the growing numbers of English learners in our schools. According to the US Census Bureau, there are nearly 65 million Americans that don't speak English at home and this number has been steadily rising over two decades. In Atlanta, this has been estimated to be 1 in 5 families. Additionally, due in part to the rise of international commerce in Georgia and the subsequent regional economic growth, many families needing these services are relocating to Georgia both from abroad and from other states, sometimes only for short periods. This session will seek to provide an overview of the dual language immersion model, describe the broad impact of this model and then focus on what the research of this model is teaching us about how we may best support English learners statewide and the impact this has for education in general as it relates to the broader goals of increased literacy, positive school climate, parent involvement and the support and education of the whole child.



Thursday, October 19th

1:30-2:30 PM

Engaging Beginner Readers Using Social Injustice Throughout History

Room: Ballroom DE

Alicia Jou Miller

CCB School of Atlanta

Many SLA theorists (e.g., Tomlinson, 2011) support sociocultural approaches in language acquisition, which encompass student affect. For students with lower proficiency, reading nonfiction texts involving social injustice may increase student engagement by means of emotional reaction (Silva, 2016). Social injustice also gives students a greater understanding of American culture. Post-reading discussion involves critical analysis, problem-solving, and connections to present societal issues, which enhance English speaking, listening, and writing.

Warm Ups for Everyone

Room: 303

Alicia Richwine

Oconee School District

Shannon Hammond

Walton County School District

Looking for ways to get your students settled while also engaging their brains in meaningful ways? The presenters will share tried and true warm up activities suitable for grades 6-12 and accessible for all learners—beginners to advanced. Activities will include ways to get your students reading and/or listening and writing every single day.

Beyond the School Bell: Developing Programs for ELL Families

Room: 306

Brooke Richardson

Atlanta Public Schools

How can ELLs do homework and school projects when their parents have limited proficiency in English? How can students do online homework without access to reliable technology at home? How do you give parents of English language learners agency to advocate for themselves and their children? How do you get parents engaged in the school community? These are the questions that led to the creation of an after school tutorial program and evening adult English classes in our school.

This session will provide information on how to create and implement an after school tutorial program and English classes for adults in a school, especially in schools with a small percentage of English language learners. The presenter will share the many benefits having these programs such as increased academic performance among language learners and greater participation among limited English speaking parents in our school and the greater community. Presenter will give details and answer questions about the logistics, requirements, resources and challenges of the programs.



Thursday, October 19th

1:30-2:30 PM

Putting the S.W.I.R.L. in Mathematics: Activities and Strategies for Building Academic Language in Mathematics

Room: 308

**Babatunji Ifarinu
Kristie Fountain
Annette Howell**

DeKalb County School District

Planning to S.W.I.R.L. is an instructional initiative to guide lesson planning for literacy development in mathematics. In this interactive session, participants will be introduced to practical strategies for assuring that mathematical lessons and activities for ELS are differentiated based on the WIDA performance definitions for the Levels of English Language Proficiency. As a result, participants will be able to develop exciting lessons that allow each student to speak, write, read, and listen, and illustrate to build academic language in mathematics.

Class Not Chaos!

Room: 310

Sharla Reynolds

Center for Teacher Effectiveness

Teaching is a passion! No one wants to spend hours on lesson plans, activities, learning centers, and worksheets to not be able to use them due to class disruptions. Learn how to effectively eradicate low level behaviors before they escalate into classroom chaos. With proven strategies and techniques, you command your class time and its direction. The methods demonstrated, when used correctly, will allow you time to teach like never before.

Creating Cultural Proficiency in Content Literacy Teaching

Room: 309

Annamarie Jackson

University of North Georgia

This session shows how teacher educators can prepare preservice teachers to adopt more cultural relevance in their Reading in the Content Area course. Cultural relevance is considered in the content mapping of the unit, allowing preservice teachers to collaborate about ways to incorporate students' culture in their unit. After, reviewing reading strategies to integrate across content, teachers learn ways to use students' language and prior knowledge in building their content unit. The goal of the multiculturalist stance is to allow the preservice teachers to be intentional about adopting more cultural relevance in their instruction of content subjects in an effort to meet the linguistic and academic needs of their English learners.

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Thursday, October 19th

1:30-2:30 PM



2017 TESOL Advocacy and Policy Summit

Room: 312

Kendra M. Castelow

Houston County Public Schools

This presentation will talk about 11th Annual TESOL Advocacy and Policy Summit attended by two GATESOL delegates, Mr. Anthony Dahlen and Mrs. Kendra Castelow, in Alexandria, VA, in June 2017. One of the purposes of the summit was equipping TESOL professionals with the tools to become influential advocates on behalf of English Learners (ELs), as well as embedding the knowledge of key education policies. The participants worked in small groups, often with peers from the same state, strategizing for their meetings on the Hill. Many participants from the same state met with their representatives as a group, in a concerted effort to advocate on behalf of ELs and fellow educators (Lisa Porter) from their home state. Besides talking about educational and legal material covered during the summit sessions, the presenters will also go over the meetings with their representatives in the House and Senate, the issues discussed at the meetings, invitations extended to the Senators and Congressmen to visit their schools, and any positive outcomes and results.



Thursday, October 19th

1:30-2:30 PM

Pre-Service Teachers' Experiences of International TESOL Practicum in South Korea

Room: 313

K. Seon Jeon

Columbus State University

This presentation is a report on an ongoing study of the impact of international TESOL internship on the development of personal and professional identity and cross-cultural sensitivity. More specifically, this examines American undergraduate students' teaching experience of English as a Foreign Language (EFL) in an Asian work setting. More specifically, the goal of the study is to identify, examine and describe pre-service teachers' perceived gains of personal and professional development during an international teaching practicum.

The study abroad TESOL internship program was a three-week- intensive teaching in a private English language institute in Southeastern part of South Korea. Qualitative data are collected using written interviews which were given at three different times during the internship. Data suggest that EFL teacher candidates started the program with some preconceived beliefs about language learning and teaching. Their ideas about American identity and a native speaker of American English varied and it was shown that a personal and professional identity is formed based on multiple factors such as their race, previous international and educational experience. The participants' responses also show that teaching in a foreign context, EFL teacher candidates tend to experience both cultural, social and pedagogical challenges in their internship. Interestingly, these challenges also helped them grow as a teacher as they overcame initial fears they had. Moreover, participants' comments positively suggest that participation in this type of international internship might be essential for achieving the expertise required for effective language teaching. Thus, there is a need to make efforts to provide such an opportunity for all teacher candidates.



PERU TESOL/Georgia TESOL Convention 2017 Travel Grant: Learn and Share

Room: 324

Joe Moore

Lori Ober

Madison County School District

Presenters Lori Ober and Joe Moore will share their experiences as recipients of the GATESOL travel grant to participate in the 2017 PERU TESOL International Convention in Chiclayo, Peru. Participants will receive an overview of the 3 presentations shared by Ms. Ober and Mr. Moore at the convention as well as explanation of how to apply for the travel grant from Georgia TESOL. Mr. Moore and Ms. Ober will also share some of their many adventures and experiences travelling around Peru prior to the convention. Participants will be strongly encouraged to apply for the grant and present at the upcoming 2018 Convention in Iquitos, Peru in the Amazon basin. Ms. Ober and Mr. Moore will also answer questions related to presenting at the international convention, travel in Peru, and the grant application process. The presenters will also share photos, stories and advice gleaned from this experience.

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Easy English NEWS

Volume XXII Number 8

April 2017

See page 10 for prices and ordering information.



Going, going, gone?

April is Earth Month. *Easy English NEWS*' first article every April is about the earth and how we can care for it.

How many dinosaurs* have you seen lately?

None? That's because dinosaurs have been extinct* for 65 million years. A catastrophic* event wiped them out. It wiped out 70% of all other animals alive at that time, too.

The earth is about 4.8 billion years old. How many different species* of animals and plants have ever lived on it? Scientists think that number might be five billion. There were several massive* extinctions* in the earth's past. Most of those earlier plants and animals became extinct before humans existed*.

Today, scientists estimate* that there are between 10 million and 14 million different species alive on our planet.

Some scientists believe that another massive extinction is happening now. They say that 30% to 50% of species alive today will be extinct by the year 2200. They say that human activity is causing many of these extinctions.



A family of African elephants at a watering hole. Photo by Bigstockphoto.com

We are all connected

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(continues on page 9)

Words in black print with a star (*) are in WORD HELP on page 12.



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Finding a place to live Renting an apartment

Are you looking for a place to live? Most newcomers rent a place first. People who rent are called tenants*. They pay rent to the landlord* of their building.

How to find an apartment

Tell your friends and family that you are looking for an apartment. Put a note on the bulletin board* at your work place. Look at the ads in the real-estate* section of the newspaper or on craigslist.org*.

Go to a real-estate website and look at the apartments. Some real-estate



When you visit an apartment, ask the landlord where the fire exits are. Tall apartment buildings have fire escape stairs on the outside of the building. Bigstockphoto.com

websites are: Zillow.com, Trulia.com, and Realtor.com. Type in your city or ZIP code. You can choose a price range*, the size of the apartment, and more. You can see many photos of apartments for rent.

You can use a real-estate agent* to help you find an apartment. The agent's fee* is usually one month's rent.

What do you want?

Write down the things you want and need in an apartment.

How many bedrooms and bathrooms do

(continued on page 10)

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Thursday, October 19th

2:45-3:45 PM

Filling in Foundational Gaps: Structures and Strategies for Emergent English Learners

Room: Ballroom A

Alisa Leckie

Georgia Southern University

At times English learners enter our school systems with gaps in their formal education and as educators we want to find relevant and meaningful ways to fill in those foundational gaps. A series of activities to fill common literacy and numeracy gaps designed for use in first grade classrooms along with their rationale will be demonstrated. Participants will work to modify these activities for use with older elementary/middle school students. Materials provided for this “make and take” session.

Moving Towards Being More Culturally Responsive

Room: Ballroom C

Michelle Vaughn

Sybil Keesbury

Andrea Gardner

Laura Johnson

Bena DeVaney

Mercer University

As a teacher, being culturally responsive in the classroom is a necessity. A team of Mercer on Mission Tift College of Education students journeyed to Nepal to learn more about being more culturally responsive in the classroom and how to better meet the needs of their students in the United States. Presenters will share best practices that were explored while in Nepal but to also explain how self-reflection was the key to their own professional growth in regard to culturally responsive pedagogy but more importantly growing personally.

The Seal of Biliteracy and the Drive Toward Building Linguistic and Cultural Proficiencies

Room: Ballroom B

Patrick Wallace

Georgia Department of Education

The Seal of Biliteracy is making history across the nation! What began in California in 2011 has now become law in 27 states, with Colorado and Connecticut joining in June and July of 2017. Clearly, there is great momentum nationwide in world language education as well as a growing economic and strategic demand to identify students with language competencies upon their graduation from K-12 systems. This session will review the growth and rationale for the Seal of Biliteracy and explain the reporting process and awarding of this seal in Georgia.

ESOL Leaders: Developing an ESOL Professional Development Training Module

Room: Ballroom DE

Melissa Bourg

Kevin Tapee

Sonia Velazquez

University of North Florida

Currently there is a lack of sufficient ESOL professional development (PD) training in most educational settings. It is imperative that ESOL teachers, as well as any other teachers who are capable to lead ESOL professional development training, become ESOL leaders and lead the way to better training! However, little resources and training to train ESOL leaders are available. This interactive workshop will give these ESOL leaders tools and resources to take with them in order to help their colleagues become better equipped to understand and address the specific needs of ELL students.

Thursday, October 19th

2:45-3:45 PM

Family Achievement Makes Excellence - Opening Doors for ESOL Families

Room: 303

Kathy O'Hara-Rosa

Faith O'Hara-Rosa

Karen Fincham

Cobb County School District

The F.A.M.E. Program targets the entire ESOL family for academic success while building relationships between home and the school community. Participants will be introduced to the program through a PowerPoint presentation, video clips, interviews and photos. Successful strategies and materials will be modeled as participants are given an opportunity to experience the materials/activities just like our ESOL families.

American College Students' Cross-Cultural Teaching Abroad Experience in South Korea

Room: 308

Soojin Ahn

The University of Georgia

This study explored American college students' cross-cultural teaching experiences during a one-month teaching internship program in South Korea. Two major qualitative methods, in-depth interviews with four participants and their written reflections on the internship activities, were used to collect and analyze data through a content analysis. The key findings focus on how cross-cultural encounters and their adjustments in cultural differences during the internship made them culturally responsive in their future classrooms and communities.

Leveraging Language for Learning in Content Classrooms

Room: 306

Janet Turner

DeKalb County School District

This session will explore how teachers can leverage their students' multilinguistic abilities to achieve higher levels of learning and engagement. We will review theories and research that show students can use their prior knowledge and existing linguistic strengths to develop new understandings and build skills in any content area. After reviewing techniques for using languages other than English to enhance learning, participants will work together to design ways to implement these strategies in their own classrooms.

Bye Bye Boring Bell Ringers! Moving Beyond Kahoot

Room: 309

Kristine Allen

Fulton County School District

In this engaging and hands-on session, participants will explore a selection of exciting and lesser known free online quiz platforms that can replace traditional bell ringers and pencil/paper quizzes. This session will allow teachers to become more productive and quickly capture vital classroom data that can be used for differentiation, RTI, and student/parent conferencing. By experiencing each platform as a student, the teacher-participants will gain a strong understanding of the pros/cons of each site, as well as identifying ways to use each in their own classrooms. Platforms include: Padlet, Quizlet Live, Quizziz, and Quizalize. The presenter will also demonstrate how to easily convert a Quizlet set into an instant online quiz on Quizalize. There will also be a brief discussion of the hidden wealth of student performance data available in the well-known and widely used Kahoot website. Participants will walk away with many tools to increase their students' excitement for learning.

Thursday, October 19th

2:45-3:45 PM

Differentiated Instruction --- Differentiated!

Room: 310

Sharla Reynolds

Center for Teacher Effectiveness

With the diverse characteristics of students, the basic need to learn remains unchanged. Therefore, educators must diversify how learning occurs. Through this seminar, educators learn to differentiate instruction in patterns that reach the largest number of students. Educators also learn how to assess academic achievement with differentiated instruction and influence student engagement and motivation.

Engagement, Not Activism: Suggestions on Influencing Your Local Government Representatives

Room: 313

Pam DiGiola

Georgia State University

Louis J. Erste

Georgia Department of Education

If language teachers feel overwhelmed or afraid to speak about policy change on behalf of their students, how can they be a voice for these students without being perceived as being an “activist?” Through this interview with a foreign-born, former public high school teacher who is also a Georgia State Representative, we learn that relational skills, persistence, and a basic understanding of the legislative process can help us inform our elected officials about ways that they can make better decisions for our ELL students. Rep. Casas, who has served on the House Education Committee for the past 15 years, shares about the overlapping roles of the local school board, the teachers’ unions, the Georgia DOE, and the General Assembly. At a time when some elements in our culture profit from our divisions, this interview focuses on ways to address problems in a way that can unite us by focusing on engagement to better serve the students.

Zoo Phonics: Integrating Visual and Kinesthetic for English Learners

Room: 312

Allyson Booth-Hepburn

Gabrielle Delgado

Gwinnett County Public Schools

After 24 years of teaching, I have yet to encounter a program as successful in instructing ELs with letter sounds as Zoo Phonics. The vast majority of my students learn all the letter sounds within a month. Learn the ins and outs of this effective program, how to stimulate classroom teacher buy-in, and best practices for implementation.

Dysfunction Between L2 Graduate Students and Their Advisors

Room: 324

Hood Michael

Nihon University College of Commerce

At the graduate level, the advisee/advisor relationship plays a significant role in students’ academic success or failure. This relationship is perhaps even more significant for graduate students using a second language in this pursuit, as they may face linguistic and cultural barriers that their L1 classmates do not. The guidance of a skilled and dedicated advisor can help overcome these barriers. However, often this relationship is dysfunctional, and students pay a steep price for it. Using communities of practice as a theoretical framework, this qualitative, longitudinal study examines the relationships between three L2 graduate students in U.S. universities and their advisors, from the beginning of those relationships through graduation or withdrawal from the university. Data comprise interviews, institutional policy statements, and on-site observations. These data are used to co-construct narrative accounts of the participants’ relationships with their advisors as a means of shedding light on the sources of dysfunction. The results of this study can be used to improve institutional policies toward advising L2 graduate students and improve advising practice as a means of improving learning outcomes and graduation rates for international students.



GATESOL

STRATEGIC PLANNING

3:50-4:45 PM

Ballroom A

Purpose:

- To encourage professional development, participation, and leadership within the state of Georgia.
- To provide opportunity for study and research.
- To work cooperatively toward the improvement of instruction in all programs which seek to provide students with an opportunity to acquire English language skills and proficiency.
- To promote an understanding of the cultures of non-native speakers of English.

Peter Senge identified the 5 disciplines of learning. One of them is called “Personal Mastery.” It is the place where people live in a place of continual learning and growth. We, at GATESOL, are continually learning and growing. Where do you see yourself in our organization?



One of the “K.F.Y.S.” to Macon is to enjoy the nightlife!

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Macon-Bibb Convention & Visitor’s Bureau table
to learn all about Macon!**



www.visitmacon.org

Poster Presentations

<p>Uzbek Questions, American Answers: Teaching Culture with Authentic Materials</p> <p><i>Rebecca Martin</i></p>	<p>Student Perceptions of Reading Portfolio Literacy Tasks</p> <p><i>Kelly Dahlin</i></p> <p><i>Valerie Pflug</i></p>	<p>Literacy Stories of Other People's Children and Strategies for Them</p> <p><i>Lucia Lu</i></p>
<p>Students' Disruptive Behaviour and Ways to Mitigate It: A Study</p> <p><i>Parmeshor Baral</i></p>	<p>Book of the Month: A Dual Generational Approach to Family Literacy</p> <p><i>Dana Geller</i></p>	<p>English Lessons through Process Drama for Primary School Students: An Action Research Study</p> <p><i>Domiciane Azevedo</i></p> <p><i>Nilton Hitotuzi</i></p>



Poster Presentations

Uzbek Questions, American Answers: Teaching Culture with Authentic Materials

In the spring of 2017, a video project was created to facilitate a realistic context of American culture for Uzbek university students. Thirty Uzbek students were filmed asking questions about American life on topics such as cuisine, daily life, and student life. The questions were sent to Americans who filmed and emailed their responses. Pre- and post-video questionnaires were given to students to measure their views before and after viewing the videos. By learning about and experiencing realistic contexts, learners developed their understanding of other cultures. (Kumaravadivelu, 2003). Students discovered new aspects of American culture, found some similarities with their own culture, and learned that movies and television shows are not always reliable medium regarding culture.

Student Perceptions of Reading Portfolio Literacy Tasks

Have you ever wondered which college-level content area texts students find most challenging to read or how students feel about different literacy tasks related to reading comprehension? In this presentation, researchers will describe a multi-disciplinary reading portfolio project used in their university ESL reading courses. They will highlight their research on students' perceptions of the assignment tasks and how students feel the portfolio has impacted their reading strategies. An example portfolio will also be on display.

Literacy Stories of Other People's Children and Strategies for Them

In the course of "Exploring social & cultural perspectives on diversity", the teacher educator required each teacher candidate to interview and observe one adult from social/cultural/linguistic/religious diversity, explore his/her struggle in learning English, his/her experiences of racism & discrimination when moved to the U.S., and design culturally responsive strategies to help him/her improve his/her English language proficiency and cultural awareness.



Poster Presentations



Students' Disruptive Behaviour and Ways to Mitigate It: A Study

Classroom management is one of the most essential components that a teacher has to consider since the best teaching can also be spoiled by classroom disruption as most of the students are directly affected by it. Considering classroom disruption and its impact a study has been conducted keeping the objectives "to enlist the types of disruptive behaviours found in typical Nepalese English language classrooms; and to find out teachers' techniques of mitigating such disruptive behaviours."

Book of the Month: A Dual Generational Approach to Family Literacy

The Refugee Family Literacy Program serves refugee women and children in Clarkston. We use a four-pronged approach to family literacy which includes ESL to adult women as well as a life skills/civics/workforce component, early childhood education for children birth – five, and parent and child together (PACT) time.

During PACT time, women and their young children come together to engage in songs, chants, listen to stories read aloud, and to practice reading together. Mothers learn how early literacy exposure impacts the brain development of young children.

Last year the family literacy program embarked on a new program, "Book of the Month." All students, both women and children, were exposed to the same book repeatedly throughout the month. Children heard their preschool teachers read the book during class and participated in book related activities. ESL teachers used the book for instruction with the mothers, pulling out vocabulary, as a spring board for phonetics, and as a basis for class discussions. Then, mothers and children practiced reading the book together during PACT time. By the end of the month, mothers knew how to engage their children with the book, and were given a new copy to take home and keep.

By the end of the year, all of our students had accumulated a small personal library of books they were familiar with, knew how to read, and loved reading together.

Last year this program was funded entirely through donations. This year we are grateful recipients of the GATESOL project/professional development grant which will help to fund this impactful program.

English Lessons through Process Drama for Primary School Students: An Action Research Study

In this paper, we describe a study involving children in the early years of formal education in a public school in northern Brazil. Based on the Dramatic-Problematizer Language Learning Model, the study aimed to introduce English to fourth graders. Video recordings, photographs, a language test and field notes were analysed and a narrative was created following the steps of the Ladder of Analytical Abstraction. English learning, student autonomy, ethical issues, citizenship and critical thinking skills development were focused on the study.

Harold Thomas

“Harold E. Thomas, born in Macon, Ga. started his musical journey when his parents gave him a clarinet while in the fourth grade. By the time he reached the sixth grade, he and some friends had formed their first band called the Dynamic Playboys and performed for elementary school proms, talent shows, parties, and many other occasions. It was during this time that Harold taught himself to play the saxophone.

In high school he began playing nightclubs with older musicians and they formed a band called the Apollos. Later, the younger musicians left the group to form their own band and they called themselves The Planets. For over seven years as a member of The Planets they toured the country performing with many artist including B.B. King, Al Green, Marvin Gaye, Dizzy Gillespie, The Jazz Crusaders, The Temptations, and many others. They toured with the Kool Jazz Festivals and performed with Grammy Award winner Joe Simon.

Harold is now the owner and leader of the Danger Zone Band and they also tours worldwide and perform with many major artists from Cameo, Kool & The Gang, Sinbad, The Whispers, Guy, Hammer to Gerald Albright, Fantasia, Anthony Hamilton, Christopher Williams, Chrisette Michele and others.

Harold’s first solo project was a Gospel CD, “CHANGED.” He later re-released the project with additional material and titled it “Gospel Saxpirations.” Later he released his first solo jazz album “After Midnight” which drew rave reviews and was distributed globally. “After Midnight” CD was followed up with a collaboration from members of the Danger Zone and they created the CD “All OUT.” Harold once again stepped out as a solo artist and released his 4th CD titled “Feeling Saxy.”

During his career he [has] received many awards and recognitions, including “Harold E. Thomas Day” from his hometown Macon, GA. His style has plenty of soul for he plays from the heart. His inspirations are Grover Washington, Jr., Jr. Walker, Stanley Turrentine, David Sanborn and Kenny G.”

Quoted from <http://haroldethomas.com/>





GATESOL

1st Annual V.I.P. Breakfast

Friday, October 20, 2017

7:00AM - 8:00AM

Room 303

The Edgar H. Wilson Convention Centre

200 Coliseum Drive

Macon, Georgia 31217 U.S.A.



Education, commerce, and international relations affect our English Learners and their educators. GATESOL's membership and conference attendees seek to learn the latest effective strategies to educate their students, train their faculty and staff, and engage members of their community. There are key stakeholders with similar concerns about their own communities. We want to recognize you, as one of those key stakeholders, and see how we can help you to meet the needs of your multilingual and multicultural clientele, customers, and constituents.



- **Hear from** *Dr. Danny Brassell*, recognized authority in leadership development, reading, motivation, and communication skills!
- **Meet with** *Collin Robinson* and see how Imagine Learning is educating our English Learners and at-risk youth through technology!
- **Plan with** *Kendra M. Castelow & GATESOL* as we move forward to engage our linguistically and culturally diverse members of our communities and contribute to workforce development!



Dr. Danny Brassell

www.gatesol.org



Contact: Kendra M. Castelow, Conference Chair

kendracastelowgatesol@gmail.com

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Georgia Teachers of English to Speakers of Other Languages



GATESOL Conference Schedule 2017

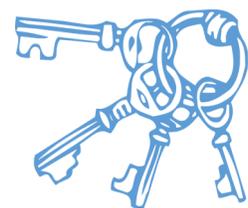
Friday, October 20th



6:00 AM—4:00 PM	Exhibit Hall Opens
7:00 AM—5:00 PM	Registration/Information <i>(Registration Desk closed during Luncheon)</i>
7:00 AM—8:00 AM	Breakfast: V.I.P.s (Invitation ONLY), Room 303
7:30 AM—8:30 AM	Breakfast: Conference Attendees
8:15 AM—9:30 AM	General Session <u>Special Guest: Dr. Hubert Bennett, Implementation & Training Manager</u> <i>Georgia Department of Education</i> <i>Keynote Speaker: Dr. Danny Brassell</i>
9:30 AM—10:00 AM	Break/Book Signing - Visit Exhibit Hall
10:00 AM – 11:00 AM	Concurrent Sessions
10:15 AM—10:45 AM	Special Session w/Dr. Brassell: Novice Teachers & “Lone Rangers”
10:50 AM—11:20 AM	Special Session w/Dr. Brassell: Private & Charter Schools
11:10 AM – 12:10 PM	Concurrent Sessions
11:30 AM—12:00 PM	Special Session w/Dr. Brassell: APIs, Interrelated Educators, & Counselors
12:30 PM—1:45 PM	Business Luncheon Guest Presenter: Otis Redding III
	Brain Break
2:00 PM—3:00 PM	Next Steps w/Dr. Danny Brassell & GATESOL



2017 GATESOL Annual Conference
“K.E.Y.S. to Cultural Proficiency:
Unlocking the Language
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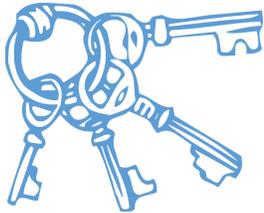
Friday, October 20th

Special Guest

Dr. Hubert Bennett

8:15-8:30 AM

Exhibition Hall A



Dr. Hubert Bennett is an Implementation & Training Manager (SLDS). He works with Georgia Department of Education's Technology Services Division. Dr. Bennett also assists with the implementation of SLDS across the state and manages the SLDS Training Team. Prior to joining the Georgia Department of Education in 2010, he worked in two local school systems managing their Student Information Systems.

Join Dr. Hubert Bennett at 1 of his Concurrent Sessions

In Ballroom B!

10:00-11:00 AM

11:10 AM-12:10 PM

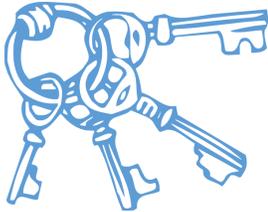
Friday, October 20th

Keynote Speaker

Dr. Danny Brassell

8:30-9:30 AM

Exhibition Hall A



Affectionately known as “Jim Carrey with a Ph.D.,” **Dr. Danny Brassell** (www.dannybrassell.com) has held a variety of titles and worked with leaders from a variety of fields and disciplines, but he has always considered himself first and foremost a teacher. He is a best-selling author of 15 books, including *Read, Lead & Succeed* and *Understanding the English Language Learner*. A gregarious, sought-after author, speaker and business consultant, Danny is a recognized authority on leadership development, reading, motivation and communication skills. His mission is to bring joy back into education. Thousands, from school districts to association conferences, have enjoyed his energetic, interactive and informative presentations. He has spoken to over 2,000 different audiences worldwide.

Join Dr. Danny Brassell in Room 310 for his Special Sessions!

10:15-10:45am

Novice Teachers

&

“Lone Rangers”

10:50-11:20am

Private

&

Charter Schools

11:30am-12:00pm

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Friday Morning at a Glance Concurrent Sessions

Room	10:00-11:00 AM	11:10-AM-12:10 PM	
Ballroom A	Ways of Knowing in a Mexican Transnational Family in Sandy Springs, Georgia	Integrated Strategies for All-Age Beginners - Modeled with Picture Books	
Ballroom B	SLDS Introducing: The New "EL-ement" in SLDS!	SLDS Introducing: The New "EL-ement" in SLDS!	
Ballroom C	Now That You Got 'Em, What Do You Do with 'Em?	Act Locally, Think Globally, Read and Write Critically	
Ballroom DE	Equitable Possibilities Through a Critique of Published ELL Stories	Content Based Writing for ELs	
Room 303	<i>Share your pictures and experiences!</i> <i>#GATESOKEYS17</i>	The Challenge of Change – Middle School Reading Success	
Room 306	Together We Are Better: Co-Teaching ELLs within the General Education Setting	English Learners' Acquisition of Academic Language to Obtain Reading Comprehension Skills	
Room 308	Strategies to Encounter and Comprehend Complex Texts	An Opportunity to Deepen Cultural Proficiency in Oaxaca, Mexico	
Room 309	Preparing English Language Learners for Academic Writing: A Functional Linguistic Approach	ESOL Instruction: Revitalized	
Room 310	10:15 AM—10:45 AM	10:50 AM—11:20 AM	11:30-AM-12:00 PM
	Special Session w/Dr. Danny Brassell Novice Teachers & "Lone Rangers"	Special Session w/Dr. Danny Brassell Private & Charter Schools	Special Session w/Dr. Danny Brassell Administrators, Interrelated Educators, & Counselors
Room 312	Identifying Academic English Proficiency Skills to Target Classroom Instruction	Standards-Based Assessment for ESL/EFL Program Accreditation	
Room 313	Examining the Physical Training Metaphor in ESL Instruction	Developing Learners' Creativity and Critical Thinking Skills in an IEP	
Room 324	US Department of State's Worldwide English Language Programs	Teach Abroad with the English Language Fellow Program	

Friday, October 20th

10:00-11:00 AM

Ways of Knowing in a Mexican Transnational Family in Sandy Springs, Georgia

Room: Ballroom A

Ethan Tinh Trinh

A. Jyoti Kaneria

Georgia State University

The presenter will present findings from the interview about the ways of knowing in a Mexican transnational family through handouts and PowerPoint presentations. The audience will learn about the ways of knowing framework with ethnographic interview procedures. The presenter will also discuss how to address the topic of ways of knowing to apply into the current U.S ESOL classroom.

Now That You Got 'Em, What Do You Do with 'Em?

Room: Ballroom C

Stacey Arnett

Cobb County School District

Jennifer Roose

Gwinnett County School District

The Dually-Served ESOL Student presentation will explain the needs of students who are served via Special Education and ESOL. The presentation will discuss and demonstrate various effective, research-based strategies that are easy to implement and track. The majority of these strategies are high and middle school focused; however they can be adapted to the elementary level. While many dually served students often struggle to meet Exit Criteria due to their exceptionalities, these strategies augment their deficits increasing ACCESS Scores.

SLDS Introducing: The New "EL-ement" in SLDS!

Room: Ballroom B

Hubert Bennett

Georgia Department of Education

The inter-district transfer of English Learners' records is not always as timely as teachers and administrators would like. With Federal requirements mandating timely student identification and parent notification, how can you ensure compliance? Enter the SLDS! Based on district advisory input, the SLDS has been expanded to include a *new* English Learner element, containing information to help you quickly and efficiently enroll new, potential English Learners. Come hear about how we can make your year start off on the right foot with tools to expedite your EL registration process!

Equitable Possibilities Through a Critique of Published ELL Stories

Room: Ballroom DE

Gertrude Tinker Sachs

Georgia State University

Sarah Mantegna

Fulton County School District

Aubrey Brammer Southall

Aurora University

Beth Wallace

Georgia State University

In this session, local newspaper stories of children of immigrant parents will be used as the stimuli to spark participants' discussion and writing. This start-up session is meant to inform participants about the procedures for getting published in **GATESOL in Action** by exploring prominent issues and crafting an article.

Friday, October 20th

10:00-11:00 AM

Together We Are Better: Co-Teaching ELLs within the General Education Setting

Room: 306

Georgia Branson
Georgia State University

Megan Mayfield
Smyrna Elementary

The proposed presentation allows teachers to see the co-taught model in action from the planning phase through assessment. In order to provide ELL students with an appropriate educational experience, it is imperative that both the general education teacher and ELL teacher understand their roles in their collaborative relationship. ELL students need additional support in the general education setting along with opportunities to interact with their English-Speaking peers. This demonstration will provide the participants the opportunity to listen to two collaborative teachers who have worked together for several years to effectively utilize the push-in model. The presentation will include planning, grouping, whole group strategies, ways to incorporate differentiated centers using ELP levels, innovative technology tools to aid in incorporating all four language domains, assessment options, and how to include ELL parents in the learning process.

Preparing English Language Learners for Academic Writing: A Functional Linguistic Approach

Room: 309

Jinrong Li
Alisa Leckie
Georgia Southern University

In this presentation, we share a unit of lesson plans for teaching academic writing to middle school English language learners. Based on functional perspectives of language development and social practice theory, we illustrate how game-based activities can be structured to help ELLs move from less-literacy demanding, context-rich tasks to more literacy demanding, de-contextualized tasks in order to assist their development of academic vocabulary and understanding of theoretical concepts in writing such as audience and purposes. Implications for classroom structure and scaffolding for ELLs are discussed and demonstrated.

Strategies to Encounter and Comprehend Complex Texts

Room: 308

Renuka Karunaratne
University of South Florida

The strategies employed by effective readers can be explicitly taught to improve reading comprehension. The primary purpose for reading is an active process requiring an intentional and thoughtful interaction between the reader and the text. When the readers notice the complexity of the text, they gradually lose the purpose of comprehension. Once the readers realize they have lost the meaning they apply one or more fix-up strategies, which range from the simplicity of rereading to the complexity of summarizing.

Room 310

10:15 AM— 10:45 AM	10:50 AM— 11:20 AM	11:30-AM- 12:00 PM
Special Session w/ Dr. Danny Brassell Novice Teachers & “Lone Rangers”	Special Session w/ Dr. Danny Brassell Private & Charter Schools	Special Session w/ Dr. Danny Brassell Administrators, Interrelated Educa- tors, & Counselors



Friday, October 20th

10:00-11:00 AM

Identifying Academic English Proficiency Skills to Target Classroom Instruction

Room: 312

Justin Jernigan

Georgia Gwinnett College, English Language Institute

The parallels between physical training and language learning may be observed in the grammar exercises students complete and the admonitions of instructors to “use it or lose it” when it comes to language progress. It is reasonable to ask: How analogous are physical training and language learning? This descriptive session and discussion examines the physical training metaphor in the context of ESL instruction, considering key factors such as working memory and suggesting ways the metaphor can be useful in promoting second language learning.

Examining the Physical Training Metaphor in ESL Instruction

Room: 313

Rachel Price

Data Recognition Corporation

This session will examine how to identify not only the English language skills of ELL students, but identify their specific academic English language skills and areas of strength and weakness through use of the LAS Links assessment system. Through a variety of student score reports, both teachers and central office staff can better target instruction in the classroom as well as use this as a progress-monitoring tool to predict performance on spring ACCESS testing. Participants will see LAS Links assessment questions and full score reports to better understand how we can supplement their current program and provide more data during the school year.

US Department of State’s Worldwide English Language Programs

Room: 324

Denise Lowery

The U.S. Department of State English Language Programs

Learn how the Office of English Language Programs at the US Department of State works globally to sustain partnerships with English language professionals, encourage membership in mutually supportive global networks, promote professional development, enhance English teaching and learning, and positively influence students’ lives.

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Friday, October 20th

11:10 AM-12:10 PM

Integrated Strategies for All-Age Beginners - Modeled with Picture Books

Room: Ballroom A

Ana Lado

Marymount University School of Education and Human Services

ELL silent newcomers, and those reticent to participate can be prompted to succeed in English sooner when we use materials and teaching strategies that address their unique characteristics. Learn strategies and experience these with picture books that have text, graphic, and experiential features which prompt successful instruction. Participants implement picture books for all age beginners with matching teaching strategies, such as TPR, Substitution, Chanting, and Reader's Theater.

Act Locally, Think Globally, Read and Write Critically

Room: Ballroom C

Kim Moore

Perfection Learning

Creating Informational and Disciplinary Literacy through exploration of topical reading selections, we will analyze and discuss ways to bring relevance to our classrooms through real-world problem-solving. These issues are impactful and relevant to our future; therefore, they have significant meaning in our classrooms. Also, we will talk about ways we can take these projects to our communities to involve all stakeholders in making a difference where we live. The topic we will explore during this session is based on the essential question:

How do we protect our planet?

We will investigate this topic through:

- Live interactive technology integration
- Reading
- Discussion
- Writing
- Hand-on exploration

via group collaboration and individualized learning strategies.

SLDS Introducing: The New "EL-ement" in SLDS!

Room: Ballroom B

Hubert Bennett

Georgia Department of Education

The inter-district transfer of English Learners' records is not always as timely as teachers and administrators would like. With Federal requirements mandating timely student identification and parent notification, how can you ensure compliance? Enter the SLDS! Based on district advisory input, the SLDS has been expanded to include a *new* English Learner element, containing information to help you quickly and efficiently enroll new, potential English Learners. Come hear about how we can make your year start off on the right foot with tools to expedite your EL registration process!

Content Based Writing for ELs

Room: Ballroom DE

Julie Warner

Cindy Britt

Gwinnett County Schools

During this interactive session, participants will use Document Based Questions to integrate Writing within content areas to further support EL vocabulary development and content knowledge. Participants will learn how to scaffold writing tasks based on the WIDA Writing Rubric and EL Language proficiency levels throughout the stages of writing development. Participants will also learn how to incorporate academic conversations, Larry Bell's research on the 12 Powerful Words, and tips from Lucy Calkins into their writing instruction. Learn how to create meaningful and rigorous writing tasks for your ELs!

Friday, October 20th

11:10 AM-12:10 PM

The Challenge of Change – Middle School Reading Success

Room: 303

Elaine Thurmond
Rosana Machado
Cobb County School District

In order to help ESOL students to be successful, educators must be willing to take the “Challenge of Change.” A Georgia middle school set out to expand their ESOL students horizons and increase students reading level which will also enhance their math, science and social studies knowledge. Students were scheduled for their regular language arts class, an ESOL class and a READ 180 class. Teachers used the Read 180 Next Generation and System 44 program to be able to meet the needs of their ESOL students. The goal of the Read 180 Next Generation program is to translate this theory into practice through a program that identifies and addresses the needs of each individual needs of ESOL students. The program includes instruction, practice, assessment, and professional learning.

An Opportunity to Deepen Cultural Proficiency in Oaxaca, Mexico

Room: 308

Elizabeth Royer-Woodard
Clarke County Schools

Oaxaca's rich culture provides an opportunity to deepen our understanding of our students of Mexican heritage. Participants in this session will learn about the Stowe Cultural Immersion Grant and the program provided by Instituto Cultural Oaxaca. The presenter will describe her experience learning Spanish in a complete immersion setting that in many ways mimic the reality of our ELs and their struggle to acquire English in our schools. This understanding of this struggle only better equips us to meet their needs at their advocates and teachers.

English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills

Room: 306

Mishka Barnes
Atlanta Public Schools

Within the last decade, a large number of English Learners (ELs) have enrolled in the American School system. Many American schools have provided additional programs to support and instruct ELs in their school system. However, some teachers may not understand how to support these students in the classroom. Classroom teachers need to utilize different strategies to teach these students how to read. Although many of these students can read text and use problem-solving strategies to blend words and read fluently, they may experience difficulties understanding academic language. This presentation will provide and discuss effective reading comprehension strategies to help ELs comprehend academic language in a classroom setting.

ESOL Instruction: Revitalized

Room: 309

JaPrita Washington
Gwinnett County Public Schools

ESOL Instruction: Revitalized is a course created to give teachers a fresh perspective on teaching English Learners by affording them an opportunity to SWRL (speak, write, read, listen) each day in class. Participants will explore different possibilities for student grouping and class scheduling for ELs and instructional practices designed to meet the language acquisition needs of students with varying levels of proficiency. These strategies are intended to be practical and applicable across grade levels and instructional settings.

Friday, October 20th

11:10 AM-12:10 PM

Room 310

10:15 AM— 10:45 AM	10:50 AM— 11:20 AM	11:30-AM- 12:00 PM
Special Session w/ Dr. Danny Brassell Novice Teachers & “Lone Rangers”	Special Session w/ Dr. Danny Brassell Private & Charter Schools	Special Session w/ Dr. Danny Brassell Administrators, Interrelated Educa- tors, & Counselors



Learning Developing Learners’ Creativity and Critical Thinking Skills in an IEP

Room: 313

James Badger

University of North Georgia

This session will share instructional strategies, materials, and assessments that an Intensive English Program integrates in a creativity course to foster analytical skills in learners preparing for undergraduate studies. Findings gathered from classroom observations and qualitative interviews with students and instructors identified how IEP students’ applied problem-solving and critical thinking skills through teamwork, competition, and conflict mediation that also introduced alternative patterns of thinking perceived by students to be valued in post-secondary education.

Standards-Based Assessment for ESL/EFL Program Accreditation

Room: 312

Leonardo Mercado

EUROIDIOMAS

This session provides teachers and program administrators with practical insights on how they can adapt classroom assessment so students can meet standards as required for ESL/EFL program accreditation. After briefly discussing accreditation requirements for learning and assessment, the speaker will provide examples of assessment methods, instruments, and resources that can help ensure standards compliance. Personal experiences from previously successful as well as new accreditation efforts (CEA & EAQUALS) will be shared.

Teach Abroad with the English Language Fellow Program

Room: 324

Rebecca Copeland

Denise Lowery

The U.S. Department of State English Language Programs

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

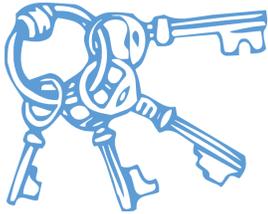
Friday, October 20th

Special Guest

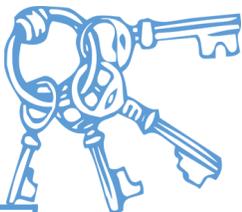
Otis Redding III

12:30—1:45 PM

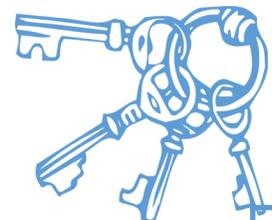
Exhibition Hall A



A rich family legacy. An enduring name that has been embedded in the hearts of millions around the globe. A history of solid performances for fans in both the United States and in Europe. Not many performers today have such advantages like Otis Redding III. Legendary soul singer Otis Redding Jr. left his son with a musical heritage that extends far beyond the hit records for which he is famous for. Indeed, Otis Redding III has been bestowed with his father's unique musical gift, and for the past 21 years has put this talent to good use by not only touring and performing but also writing and arranging since the early 80s. An accomplished and recognized artist in his own right, Otis Redding III grew even more as a musician and performer touring with his band The Reddings. However, he didn't realize until much later in his career that it is truly his father's talent that pulses in his veins.



2017 GATESOL Annual Conference
“K.E.Y.S. to Cultural Proficiency:
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Attention Members: The 2017-2018 Executive Board slate is available online and at the Registration Desk.

Cast your vote today!



GATESOL Annual Business Meeting

Friday, October 20, 2017

12:30-1:45 PM

Exhibition Hall A

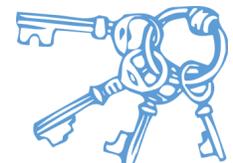
Meeting Agenda

- I. Opening of Meeting (Cherrilynn Woods Washington)**
- II. Approval of Minutes (Cherrilynn Woods Washington)**
- III. Membership Report (???)**
- IV. Financial Report (Greg Wickersham)**
- V. Presentation of Current Board, Chairs, & Liaisons (Cherrilynn Woods Washington)**
- VI. Presentation of New 2016-2017 Executive Board (Kendra M. Castelow)**
- VII. Report on 2017 GATESOL Conference (Kendra M. Castelow)**
- VIII. Grants & Awards (Lela Horne)**
- IX. 2018 GATESOL Conference (???)**
- X. Adjournment (Kendra M. Castelow)**

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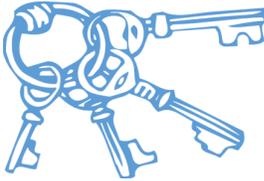
Friday, October 20th

2:00-3:00 PM

**Next Steps with
Dr. Danny Brassell**

2:00-3:00 PM

Exhibition Hall A

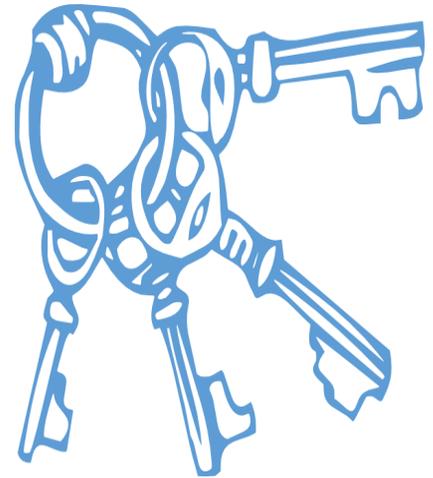


K Know Thyself and Others

E Engage All Stakeholders

Y Yield to Public Policy

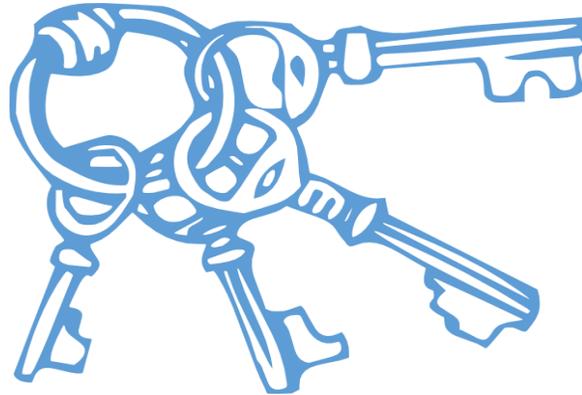
S Strategize Instruction and Collaboration



**Members: Please login
and update your
GATESOL profile. We
want to keep in touch
with you!**

We will see you next year!

2017 36th Annual GATESOL Conference Evaluation



Please visit the following link or scan the QR code to provide your feedback:

<https://www.surveymonkey.com/r/TZBRZ65>



Presenters' Names and Contact Information

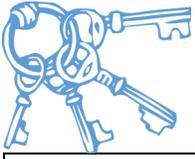
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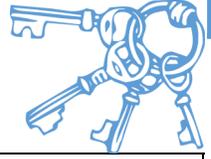
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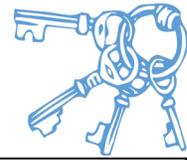
Planning Page—October 19, 2017



Time	Session	Room



Planning Page—October 20, 2017



Time	Session	Room

NOTES



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Jayoung Choi, 2017 Program Chair

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