Georgia TESOL Conference

#HotTopics@EL

October 14th - 15th, 2016

Crowne Plaza Atlanta Perimeter at Ravinia
Atlanta, Georgia U.S.A.
Letter from Governor Nathan Deal (inserted here)
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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*
Friday, October 14th
7:45-8:15 AM

FIRST TIMERS’ SESSION
Dunwoody C
Facilitated by Dr. Jeff Terrell, GATESOL President

⇒ 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:
• Log on to www.gatesol.com
• Join if you are not a member!
• Update your profile if you are a member!
• Attend an upcoming event!

GATESOL 24/7 365 days/year

Advocate for English Learners and English Learner Educators

Follow us on Twitter & Facebook

#HotTopics@EL
2015-2016 Georgia TESOL Executive Board

Jeff Terrell  
Julie Eldridge  
Cherrilynn Woods-Washington  
Elizabeth Webb  
Kendra M. Castelow  
Greg Wickersham  

President  
Immediate Past-President  
1st Vice-President/Conference Chair  
2nd Vice-President/Membership  
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Christina Catinella  
Jayoung Choi  
Allen Dodge  
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Katie Simon Kurumada  
Anna Yang

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

Standing Committee Chairs  
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Karen Shock  
Gertrude Tinker-Sachs & Beth Wallace  
Lela Horne & Jacqueline Ellis  
Cherrilynn Woods-Washington  
Conference Chair  
Newsletter  
GATESOL In Action  
Grants & Awards  
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 TESOL International Association at a discounted price!

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

Visit their session
Friday,
2:30-3:15pm, in Gardenia!
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.

2016 Conference Organizing Committee

Cherrilynn Woods-Washington, Conference Chair
Kendra M. Castelow, Program Chair
Katie Simon Kurumada, Registration Chair
Elizabeth Webb, Exhibitor Liaison
### CELEBRATING 35 YEARS

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

To learn more about regional development, visit either one of the following sessions in Dunwoody C:

Saturday
11:15am

Saturday
2:30pm
<table>
<thead>
<tr>
<th>ACCESS 2.0</th>
<th>Advocacy</th>
<th>Bilingual Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>College &amp; Universities for English Learners</td>
<td>Cultural Proficiency</td>
<td>Deferred Action for Childhood Arrivals (DACA)</td>
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<td>Deferred Action for Parental Accountability (DAPA)</td>
<td>Dual Language Immersion</td>
<td>English Learners</td>
</tr>
<tr>
<td>Every Student Succeeds Act (ESSA)</td>
<td>Exceptional Learners</td>
<td>Gifted Education for English Learners</td>
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<td>House Bill 5.9</td>
<td>In-State Tuition</td>
<td>Intensive English Program (IEP)</td>
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<td>Migrant</td>
<td>Reading for ELs</td>
<td>Testing</td>
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<td>Title III</td>
<td>Undocumented Students</td>
<td>Writing for English Learners</td>
</tr>
</tbody>
</table>

Get people talking!

Share what you hear about any and all of the “Hot Topics” for this year’s conference! Use social media:

@GATESOLpeach

#GATESOLpeach

#HotTopics@ELs
Why did Easy English NEWS win Mensa’s Intellectual Benefit to Society Award?

Judge for Yourself!

7.5 MILLION copies sold!
Serving thousands of ESL classes for 20 years!

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Survival skills for living in the U.S.

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- CLOZE Exercises
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- Teacher’s Guide
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- Critical-thinking Questions

Something for everyone

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GATESOL Conference Schedule 2016
Friday, October 14th

7:00 AM—6:00 PM Exhibit Hall Opens
7:00 AM—5:00 PM Registration/Information
   (Registration Desk closed Saturday during Luncheon)
7:00 AM—9:00 AM Breakfast
7:45 AM—8:15 AM First-Timers’ Session
8:30 AM—9:00 AM Opening Session: Hot Topics
   Cherrilynn Woods Washington & Kendra M. Castelow
9:00 AM—9:15 AM Visit Exhibit Hall
9:15 AM—10:00 AM Concurrent Session
10:15 AM—11:00 AM Concurrent Session
11:15 AM—12:00 PM Concurrent Session
12:00 PM—1:15 PM Lunch
   Keynote Speaker: Pedro Noguera
1:30 PM—2:15 PM Concurrent Session
2:30 PM—3:15 PM Concurrent Session
3:30 PM—4:15 PM Concurrent Session
5:00 PM—7:30 PM Poster Sessions Meet & Greet (Pre-Function Area)
## Friday Morning at a Glance Concurrent Sessions

<table>
<thead>
<tr>
<th>Room</th>
<th>9:15 AM—10:00 AM</th>
<th>10:15 AM—11:00 AM</th>
<th>11:15 AM—12:00 PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>Azalea A/B</td>
<td><strong>GATESOL Spotlight:</strong> John R. Stowe Cultural Immersion Grant Recipient</td>
<td><strong>GATESOL Spotlight:</strong> Reflecting Forward-Attending the 2016 TESOL Conference</td>
<td>Visuals and “Juicy Sentences”: Providing Access to Complex Disciplinary Texts</td>
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<tr>
<td>Camellia</td>
<td>Differentiating for ELs and Gifted Students</td>
<td>Drumming, Creative Writing, and Interactive Stories in Language Teaching</td>
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<td>Conference Center</td>
<td>Engaging Dual Language Teachers Using Digital Technology from Imagine Learning</td>
<td><strong>Spotlight Session:</strong> Linking Language Proficiency to Academic Language Proficiency (until 11:15am)</td>
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<td>Dunwoody A</td>
<td>Differentiating in the Push-In Classroom: Using WIDA’s Model Performance Indicators</td>
<td>Let’s Talk: Using Instructional Conversation to Improve ELs’ Writing</td>
<td><strong>GATESOL Spotlight:</strong> Writing for the GATESOL Newsletter</td>
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<tr>
<td>Dunwoody B</td>
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<td>Creating Successful Collaboration in Academic ESL Classes</td>
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<td>Dunwoody C</td>
<td>Limited/Interrupted Formal Education: More Than Language Acquisition Part 1</td>
<td>Scheduling to Differentiate and Accommodate: Begin with the Child!</td>
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<td>Gardenia</td>
<td>Culturally Sustaining Pedagogy for Content Area Teachers of English Learners</td>
<td>Collaborative and Inquiry-Based Learning for English Learners through Sharing and Listening</td>
<td>Do You Want to Speak English Better?</td>
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<td>Maplewood A</td>
<td>Intelligibility Matters: Unpacking ESL Students’ Beliefs about African-American English</td>
<td>Teacher Tech World</td>
<td>Language, Culture, and Communication Systems</td>
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<tr>
<td>Maplewood B</td>
<td>#HotTopics@ELS</td>
<td>Forever and a Day: Teaching Communicative English to Arab-speaking Students</td>
<td>Dually Served ESOL Students</td>
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<tr>
<td>Oakwood A</td>
<td>Start an English Class for Adults at Your School for $0</td>
<td>English Language Programs Accreditation: A Path to Success</td>
<td>Teach Abroad with the English Language Fellow Program</td>
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<td>Oakwood B</td>
<td>Train, Prepare, Observe, Communicate: Effective Volunteer Management in the Adult ESL Classroom</td>
<td>Strategies to Welcome and Integrate Newcomers with Interrupted Education</td>
<td>Interactive and Engaging Lesson Plans</td>
</tr>
</tbody>
</table>
John R. Stowe Cultural Immersion grant recipient will share experiences with educators in Puerto Rico, strategies for creating a Professional Learning Community for Cultural Proficiency, a Parent Engagement Program, and a Volunteer Homework Program. Participants will be invited to collaborate and begin planning their own programs such as these in their own districts.

**Differentiating for ELs and Gifted Students**

**Room: Camellia**

**Jennifer Hicks**  
Harmony Elementary/ GCPS

**Julie Warner**  
Bethesda Elementary/ GCPS

Through this session you will learn how to differentiate a task for your below, on, and above grade level (low ELs and high ELs, and gifted) students. We will show a K-2 task and a 3-5 task. The tasks will be based off elementary standards. The session demonstrates how to take a specific standard and differentiate the way it is presented and scaffolded for each level of EL student. We will show the supports the teachers can provide those three groups of students to help them all be successful. The presentation will incorporate math into writing, and will help with the communication of constructed response questions for math. The strategy can be used for all subject areas.

**Differentiating in the Push-In Classroom: Using WIDA’s Model Performance Indicators**

**Room: Dunwoody A**

**Steve Cawthorn**  
WIDA Certified Trainer

Participants will develop an understanding of WIDA’s definition of Academic Language and how it is achieved. A brief overview of WIDA’s Performance Definitions and how they are achieved through the WIDA ACCESS for ELLs and the W-APT will provide participants with tools to assist general education teachers with whom they work. Finally, participants will learn how ESL teachers differentiate in the general education classroom so all students can achieve.
Friday, October 14th
9:15-10:00 AM

Limited/Interrupted Formal Education: More Than Language Acquisition Part 1
Room: Dunwoody C
Jan Anglade
Marianna Savitt
Greg Wickersham
DeKalb International Student Center

This is the first session of a two-part presentation. It is designed for educators who wish to deepen their expertise in the unique challenges of Students with Limited or Interrupted Formal Education (SLIFE). Understanding SLIFE’s visible and invisible aspects of culture and students’ academic and social challenges cannot be overvalued when designing curriculum and developing activities for students’ successful second language acquisition. Student personal stories will be shared to give participants a better understanding of SLIFE’s unique challenges and educational needs.

Intelligibility Matters: Unpacking ESL Students’ Beliefs about African-American English
Room: Maplewood A
Catrice Barrett
University of Pennsylvania

In the role of teacher-researcher, I will discuss how newcomer international ESL students at an urban U.S. university described their experiences with and strategies for facing the complexity of communicating with speakers of African American English. During this interactive research presentation, I will solicit commentary from audience participants about their own experiences with linguistic diversity in their classrooms. The session will conclude with a service learning model that offers reflection, authentic language exchange and civic engagement opportunities to English language learners.

Culturally Sustaining Pedagogy for Content Area Teachers of English Learners
Room: Gardenia
Ji Hye Shin
Myoung Eun Pang
Aram Cho
Georgia State University

The research presentation will focus on how content area teachers enrolled in a graduate course in an ESOL endorsement program engaged with culturally sustaining pedagogy. The presenters will report on the research study for the first 20 minutes, followed by discussion about the implications of the study findings. The presenters will then facilitate discussion and provide more specific information about how to collaborate with content area teachers in schools as ESOL teachers and how to foster culturally sustaining pedagogy for English learners.

Start an English Class for Adults at Your School for $0
Room: Oakwood A
Carrie Madden
Lindsey Hamburg
Norton Park Elementary

Beginning an English class for adults has had an impact on our community and school. Parents become more involved with their students learning and education and are more involved at the school. This session will include free ideas and resources to begin right away. The presenters will share various tips, website, and free resources and ideas to start an English class for adults that will be at no cost for the school.
Instruction & data working together for **better student outcomes**

Imagine Learning® is an innovative language and literacy software program that accelerates English learning. Focused on academic language development and literacy instruction, and featuring first-language support in 15 languages, it spells success for all your English learners and more.

Collin Robinson  
678.644.7986  
collin.robinson@imaginelearning.com

Learn more at  
imaginelearning.com
Friday, October 14th
10:15-11:00 AM

GATESOL Spotlight! Reflecting Forward-Attending the 2016 TESOL Conference
Room: Azalea A/B
Holly Arnold
Kennesaw State University

This session will describe attendance to the 2016 TESOL Conference in Baltimore, Maryland, as the Beverly Benson Travel Grant winner. The conference’s theme of “Reflecting Forward” centered on reflecting over the last 60 years of TESOL, how it has evolved, and how it has built bridges. Quoting the words of Nelson Mandela, TESOL President Dr. Andy Curtis stated: “Education is the most powerful weapon which you can use to change the world.” Resources on culturally relevant pedagogy, teaching strategies, and instructional handouts from the conference will be shared with attendees.

Train, Prepare, Observe, Communicate: Effective Volunteer Management in the Adult ESL Classroom
Room: Oakwood B
Erin Harwood
International Rescue Committee
Nicole Pettitt
Georgia State University

Following an overview of the challenges which necessitate the use of volunteers in large multilevel, adult ESL classrooms, the presenter will share the 4-part approach that her organization has adopted to integrate volunteers into its ESL classroom: training, preparation, observation and communication. The workshop will also highlight 4 strategic roles that volunteers play in the classroom, with tips on how teachers can ensure that the quality of instruction remains high and that volunteers feel prepared and supported.

Drumming, Creative Writing, and Interactive Stories in Language Teaching
Room: Camellia
Jing Paul
Agnes Scott College

How to effectively engage learners in the classroom is one of the biggest challenges for teachers. This presentation will demonstrate three effective ways to engage learners: using chants accompanied by drumming to help students learn new vocabulary, helping students write in the target language in the form of creating mini-books, and incorporating interactive stories into reading activities. Participants will learn skills in drumming, creating chants, helping students design storybooks, and using PowerPoint to display interactive stories.

GATESOL Spotlight!
Linking Language Proficiency to Academic Language Proficiency (until 11:15am)
Room: Conference Center
Rachel Price
Data Recognition Corporation

LAS Links has provided districts and states with high quality language proficiency assessments for over 30 years. LAS Links measures Listening, Speaking, Reading and Writing, language skills and provides various data points, including proficiency levels and scale scores. Along with language proficiency scores and information, LAS Links also reports on the following context strands: Social, Instructional, Intercultural; Language Arts/Social Studies/History and Mathematics/Science/Technical Subjects. This session guides participants through the content of the assessment, reporting and data analysis. Participants will engage in a discussion on their findings and how the assessment data links language proficiency and academic language proficiency for students.

Spotlight Session

Train, Prepare, Observe, Communicate: Effective Volunteer Management in the Adult ESL Classroom
Room: Oakwood B
Erin Harwood
International Rescue Committee
Nicole Pettitt
Georgia State University

Following an overview of the challenges which necessitate the use of volunteers in large multilevel, adult ESL classrooms, the presenter will share the 4-part approach that her organization has adopted to integrate volunteers into its ESL classroom: training, preparation, observation and communication. The workshop will also highlight 4 strategic roles that volunteers play in the classroom, with tips on how teachers can ensure that the quality of instruction remains high and that volunteers feel prepared and supported.
Scheduling to Differentiate and Accommodate: Begin with the Child!

Room: Dunwoody C

Terry Segovis
Doina Popovici
Robert Minter
Dekalb International Student Center

Participants will see a master schedule that differentiates for student need before they get to class! Students with previous learning are scheduled into Intensive English classes that focus on language acquisition and vocabulary of instruction; students with limited or interrupted formal education are scheduled into classes that meet them at their level of need. Flexible groups and ongoing assessments are balanced with ongoing registration and program exits. Concern for language groups, ethnicity, gender, and speed of learning are discussed. Teacher certification and class size constraints, physical plant and transportation, food service and wrap around services are included in the presentation. Discussion with the participants will include scaling up or down to accommodate different sized populations, different levels of language acquisition, different numbers of language groups, and other constraints.

Collaborative and Inquiry-Based Learning for English Learners through Sharing and Listening

Room: Gardenia

Kim Moore
Perfection Learning

Our increasingly competitive global economy demands that we produce students that can read analytically, think critically, & solve problems effectively. During this interactive session, participants will model student thinking, listening, & responding to questions and answers from the session leader and others in our discussion group. By looking at how content-area fiction & non-fiction texts increase students’ knowledge of real-world problems, participants will be able to guide discussions to have their students thinking like scientists & historians. Also, we will explore how using close reading, textual evidence, & comparing texts can strengthen English language students understanding of concepts & ideas even if they are at Stage 2 in language development. Our topic of discussion will be based on multicultural fiction & non-fiction literature emphasizing the immigrant experience in the US. The essential question is: Should we keep America’s immigration doors open? We will explore a variety of books, articles, poems, blogs as we explore this topic.

Teacher Tech World

Room: Maplewood A

Jamila Colbert
Dekalb County School District

This session is designed to assist educators in implementing Web 2.0 tools into their 21st Century Classroom. Educators will utilize several Web 2.0 tools to design and create engaging and rigorous lessons aligned with grade level appropriate content standards and goals. This session is aimed towards educators on a beginning to intermediate technology level, seeking innovative ways to integrate technology into their classroom. This session also gives a brief overview of the characteristics and purpose of implementing a 21st Century Classroom.
Friday, October 14th
10:15-11:00AM

English Language Programs Accreditation: A Path to Success
Room: Oakwood A
Anas Almuhammadi
King Abdulaziz University

This presentation is about CEA, Commision on English Language program Accreditation, academic accredita-tion role in transforming English language programs in different areas. In this case study, the presenter looks at the pre-and post accreditation processes of management, faculty, curriculum, professional development, and Students’ services. This presentation shows how important accreditation is for administrators, instructors, and stakeholders of English language programs at the post high school level.

Strategies to Welcome and Integrate Newcomers with Interrupted Education
Room: Oakwood B
Mary Lou McCloskey
Amy Berry
The Global Village Project

Working with newcomers to English in a mixed-level class is a challenge, and when the newcomers have gaps in their formal education, more so. Presenters outline research-based strategies that have helped students to become engaged members of class and school communities, and to begin or restart their formal edu-ca- tion powerfully.

Smaranda Mada Livescu
Lecturer

An interactive workshop that will provide enough activi-ties leading to a successful exchange of teaching - learning. Come learn how to do the following: meet the standards through attractive and meaningful activities in the ESOL classrooms/courses, develop awareness of similarities and differences between English and ELL’s mother tongue - a helpful tool to enhance comprehen-sion and performance at level and according to the standards, and teach serious matters with fun! The presenter’s book, “Writing at Your Best,” will be availa-ble.
Visuals and “Juicy Sentences”: Providing Access to Complex Disciplinary Texts
Room: Azalea A/B
Alisa Leckie
Georgia Southern University

This demonstration illustrates how the use of visuals and deconstructed "Juicy Sentences" can provide English learners access to complex disciplinary texts and facilitate engagement in critical thinking. Strategies and structures will be modeled using 4th grade Social Studies content and 6th grade Science content. Participants will practice differentiating activities for varying English proficiency levels in ways that do not require extensive additional time commitments from teachers.

Get people talking!

Share what you hear about any and all of the “Hot Topics” for this year’s conference! Use social media:

#HotTopics@ELS

Writing for the GATESOL Newsletter
Room: Dunwoody A
Karen Shock
GATESOL

If you are an educator, then you have something to share. This session is about writing for the GATESOL Newsletter, and what types of articles you can contribute to enrich the teaching experience of others. Please join us for an informal information session about writing/contributing to the newsletter. This session is for K-12, Adult Education and Intensive English teachers.

Do You Want to Speak English Better?
Room: Gardenia
Anthony Dahlen
Chattahoochee Technical College

This presentation will talk about the ways and approaches for language learners to increase their listening and speaking comprehension, along with pronunciation, via expansion of their communities of practice (CoP). The presenter, for whom English is a second language, will share with the audience multiple ways and approaches for students to increase a number of their CoPs and will draw on his personal experience as an ESL student some years back. The audience will be given practical tips, suggestions, and specific examples to bring to their students’ attention.
Friday, October 14th
11:15-12:00 PM

**Language, Culture, and Communication Systems**

**Room: Maplewood A**

**Katherine Samford**

*GA Tech Language Institute*

Often when discussing the challenges and needs of international TAs, the focus is drawn narrowly on language skills. While language is undoubtedly an area of struggle for many ITAs, it is not the only one and, often, not the most significant. Research has increasingly revealed that international graduate students across the United States struggle not so much due to their academic performance, which in many cases is quite high, but more likely due to the cultural and communication systems with which they are largely unfamiliar and, therefore, insufficiently equipped to navigate. International teaching assistants are but a subset of this population. On a campus like the Georgia Institute of Technology, where roughly 42% of graduate students are international, specific resources, services, and programs must be available to the international students. The GTLI partners with the Center for Enhanced Teaching and Learning (CETL) each semester to offer a course that addresses the language, communication and teaching challenges of an international teaching assistant. The course broadens the scope of cultural and linguistic inquiry of how an ITA can become an effective educator. Traditionally, ITA courses target language accuracy and fluency as the vehicle to improved effectiveness as a teacher, while this course strives to unveil the embedded cultural and pedagogical systems and practices which steer communication and teaching in the classroom. This session explores this unique approach to assisting ITAs in improving their performance in their academic teaching endeavors, reflecting upon what is already targeted in the class and expanding that which is targeted.

**Dually Served ESOL Students**

**Room: Maplewood B**

**Stacey Arnett**

*Cobb County Schools - Sprayberry*

**Jennifer Roose**

*Cobb County Schools - Sprayberry*

“We don’t need no education . . . Teachers leave them kids alone Hey! teachers! leave the kids alone!” (Pink Floyd): Serving the Dually Identified ESOL/SPED student

STOP!

Do not leave the kids alone! There are dually served special education and ESOL students in our classrooms. How do we meet their meet needs? Join us as we outline the ESOL teacher’s role in the IEP process, collaboration with the case manager, and how to be an active participant in the IEP. We will demonstrate using ACCESS scores to create better goals and objectives and discuss effective strategies that are easy to implement and provide needed data.

**Teach Abroad with the English Language Fellow Program**

**Room: Oakwood A**

**David Chiesa**

*U.S. Department of State English Language Fellow Program*

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.

**Interactive and Engaging Lesson Plans**

**Room: Oakwood B**

**Erica Rozier**

*Cobb County Schools*

This session will provide practice in developing lesson plans that will create growth opportunities for students of all levels. Activities include interacting with the cultural continuum framework designed to examine participants’ concepts about culture, and the measurement by which they review whether their lesson plans demonstrate an understanding and respect for diverse cultures. Participants will learn the approved methods of delivery for ELL students in the state of Georgia. These models include push in, pull out, use of a laboratory, class session and clustered lessons. The purpose of this session is so that teachers walk away with templates effectively used during lesson planning in order to maximize instructional time. Teachers will learn to have the right materials on hand as they plan so they can consider each student and their needs individually and collectively.
Pedro Noguera is the Distinguished Professor of Education at the Graduate School of Education and Information Studies at UCLA. His research focuses on the ways in which schools are influenced by social and economic conditions, as well as by demographic trends in local, regional and global contexts. He is the author of eleven books and over 200 articles and monographs. He serves on the boards of numerous national and local organizations and appears as a regular commentator on educational issues on CNN, MSNBC, National Public Radio, and other national news outlets. Prior to joining the faculty at UCLA he served as a tenured professor and holder of endowed chairs at New York University (2003 – 2015) Harvard University (2000 – 2003) and the University of California, Berkeley (1990 – 2000). From 2009 - 2012 he served as a Trustee for the State University of New York (SUNY) as an appointee of the Governor. In 2014 he was elected to the National Academy of Education. Noguera recently received awards from the Center for the Advanced Study of the Behavioral Sciences, from the National Association of Secondary Principals, and from the McSilver Institute at NYU for his research and advocacy efforts aimed at fighting poverty.
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Friday, October 14th  
1:30-2:15 PM

Practitioner Research Relating to Newcomer Emergent Bilingual Students

Room: Azalea A/B

Amy Cain  
Cobb County Schools

During the presenter’s dissertation study she interacted with three classroom teachers during 12 weekly gatherings and three individual interviews. They developed a newcomer kit for classroom teachers and identified needs of teachers of newcomer emergent bilingual students. After thematic analysis of the data, findings included five themes: newcomers, resources, perceptions, connections with classroom experiences, and professional development. Discussion during this session will include teacher development, teacher dispositions, perceptions of teaching and of self-efficacy, and pre-service teacher education.

A Spoonful of Sugar: GAMIFYING your Lessons

Room: Conference Center

Liz Bigler  
Bigler ESL

"In every job that must be done, there is an element of fun. You find the fun and snap! The job's a game."  
-Mary Poppins

This session will show you how to "gamify" the drill-based or tedious tasks that are the necessary evil of tutoring sessions and larger classrooms. No special materials or tools needed: the presenter will show you how to use ordinary classroom items to create simple but motivating games for students. Students (kids and adults) will start to see drills, instead of a grind, as a challenge to look forward to. Discussion will include how to adapt the ideas for larger classrooms.

ELs and Rigorous Writing: How Do We Get Them to Where They Need to Be?

Room: Camellia

Julie Warner  
Gwinnett County Public Schools

Jennifer Hicks  
Gwinnett County Public 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 Larry Bell’s research on the 12 Powerful Words into their writing instruction. Learn how to create meaningful and rigorous writing tasks for your ELs!

Leveraging Technology for Parental Engagement

Room: Dunwoody A

Larry Ninas  
Troup County Schools

The operative word in advocacy is “support.” Support can be in person or technological. We want the biggest bang for our time investment and the time investment of our parents. This is very much true for our immigrant communities in our schools. Smart phones are the link for our parents to the unfamiliar outside world. They keep in touch with relatives via What's App and Facebook. What technology can we leverage to support them whether documented or undocumented. What would a teacher web site designed around advocacy and cultural proficiency look like? Can Remind 101 be used as an advocacy tool? This session will provide examples and links to information on how to leverage technology for parental engagement, advocacy and cultural proficiency. Please bring your smart phone, tablet or laptop as this will be an interactive participatory session.
Limited/Interrupted Formal Education: More Than Language Acquisition Part 2
Room: Dunwoody C
Jan Anglade
Marianna Savitt
Greg Wickersham
DeKalb International Student Center

In this second session of two, presenters will introduce and demonstrate best teaching/learning practices for Students with Limited or Interrupted Formal Education (SLIFE) students used at the DeKalb International Student Center. We will share activities and strategies that foster the development of the four language domains, as well as socio-cultural skills. Participants will learn about collaborative learning centers and a practical toolkit for new and experienced educators of SLIFE and other EL students at the Entering/Beginning levels of English language development.

The Curves of Acculturation: Implications for the TESOL Classroom
Room: Maplewood B
Gergana Coyne
Georgia State University

Gullahorn and Gullahorn’s W-curve (developed in 1963) hypothesizes that acculturation undergoes five stages with alternating peaks and lows on a W-shaped curve: honeymoon, culture shock, initial adjustment, mental isolation, and acceptance and integration. According to the Institute of International Education, a record high number of 974,926 international students were enrolled in U.S. colleges and universities in 2014-15 academic year. Therefore, there is a need to better understand international students’ adaptation patterns in the present. This exploratory, quantitative case study examines the applicability of the W-curve model to international students during their first year in the U.S. The following dimensions appear to affect the curves of acculturation: age, degree, lifestyle, prior U.S. experiences, presence of a relationship, and English proficiency. Implications for the TESOL professional, including those who teach in Intensive English Programs (IEPs) will be presented and discussed.

Connecting and Reflecting while Learning
Room: Oakwood A
Nancy Ciudad-Simmons
Gwinnett Technical College

This demonstration will provide students with tools and expose them to information that can help them in their everyday life while learning English. The purpose is to develop and enhance good attitudinal and life skills in order to motivate our students to always aspire for lifelong learning and to plan for the future so they can be successful. Three main ideas will be presented: creating “real world” worksheets for the computer lab, a project to make mini-presentations about what they know well, and an exercise to help them visualize and outline their goals. Handouts will be provided.

How About an ESOL Coach at the Local School?
Room: Oakwood B
Tricia Jeremiah
Gwinnett County Public Schools

This session will describe a model that is currently being implemented at an elementary school in Gwinnett County. This session will serve as an introduction on how to prepare ESOL teachers to become ESOL coaches at the local school. Participants will be introduced to 10 different coaching roles and one model of an instructional coaching cycle that has proven to be effective.
The Skills and Knowledge Needed for the Naturalization Process

Room: Azalea A/B

Natasha Lester
USCIS Office of Citizenship

This session reviews the specific listening, speaking, reading, and writing skills needed to complete all sections of the naturalization test developed by the United States Citizenship and Immigration Services (USCIS) Office of Citizenship. Participants will learn about the naturalization process and test and be presented with strategies to help students improve English skills in preparation for the naturalization test. In addition to the presentation and handouts, participants will receive free educational resources and be able to interact with the presenter during the question and answer session.

Culture Shock: College Transitions for ELLs with Learning Differences

Room: Dunwoody C

Valerie Pflug
Kelly Dahlin
University of North Georgia

In this session, the presenters will discuss the case of ELLs with documented or undocumented learning disabilities entering the university without receiving disability services. They will also cover what the current literature has to say about the identification of ELLs with learning disabilities and why these students may or may not receive the academic support they need. Finally, the presenters will share the process for ELLs to obtain disability services at the university level and how the accommodations they receive may differ from those on the K-12 level. The session will conclude with audience questions and discussion. K-12 educators can expect to gain awareness of the transition from high school to college for ELL students with or without documented disabilities in regards to the process of obtaining higher education support services.

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

Room: Dunwoody B

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 understand academic language in a classroom setting.

2016 TESOL Advocacy and Policy Summit

Room: Gardenia

Anthony Dahlen
Kendra M. Castelow
GATESOL
Garfar Andrews
Gwinnett County Public Schools

This presentation will talk about 10th Annual TESOL Advocacy and Policy Summit attended by 2 GATESOL delegates, Anthony Dahlen and Kendra Castelow, in Alexandria, VA, in June 2016. One of the purposes of the summit was to equip 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 (Garfar Andrews) from their home state. Besides talking about an 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 things discussed at the meetings, extension of the invitations to the senators and congressmen to visit their schools, and any positive outcomes and results.

GATESOL Spotlight!
Increasing Sight Word Recognition
Room: Maplewood A
Carrie Madden
Lindsey Hamburg
Norton Park Elementary

Sight words comprise from 60 to 85% of text in children’s early reading literature. Therefore, a child who knows sight words has much of the base needed to recognize the majority of the words in a typical selection. This session will share a variety of ideas to increase sight word recognition.

Inner City Children’s Graphics Call for Social Justice
Room: Oakwood A
Lucia Lu
Valdosta State University

The presenter and the teacher candidates conceptualized semiotics into “Process Writing” by inviting the inner city children to bring with them the family photos, think about the stories in the photos, tell the stories, draw 6-8 pictures to interpret the stories, write one sentence below each picture in terms of invented spelling and conventional spelling, and finally read-aloud the stories. This multisensory activity inspires the children from diversity to see, to think, to speak, to draw, to write and to read-aloud for literacy engagement. The presenter will share the photos that her students used before. These photos are used to remind the children what stories happened in the photos. The presenter will demonstrate 8 children’s artifacts including their graphics and invented spelling for their stories.

F.A.M.E. (Family Achievement Makes Excellence): Empowering the Entire ESOL Family
Room: Maplewood B
Kathy O’Hara-Rosa
Cobb County School District
Raynice Jean-Sigur
Kennesaw State University

More responsibility is placed on families and schools to ensure children reach their full potential. This is difficult for ESOL families with limited English proficiency. Few programs offered in Georgia schools target entire families. The F.A.M.E. (Family Achievement Makes Excellence) Program targets the entire ESOL family for academic success by enabling families the ability to better support English language learning for their children, ages 0-14 years. 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.

Guided Reading for Students with Interrupted Formal Education (SIFE)
Room: Oakwood B
Mary Lou McCloskey
Amy Berry
Anne Garbarino
The Global Village Project

Reading instruction in English presents complex challenges for newcomer middle school learners with interrupted education who may have limited oral English language, literacy in any language, and background cultural knowledge. A guided reading program addresses many of these issues through a scaffolded approach to multiple aspects of reading. Presenters describe the rationale, processes, and preliminary outcomes of a guided reading program designed to meet the challenges faced by new learners of English with interrupted education, sharing both the success and challenges of its implementation.
Friday, October 14th
3:30-4:15 PM

Re-examining “ELL” and “LEP” in Congressional Hearings: A Corpus-Based Study

Room: Azalea A/B

Jessica Lian
Georgia State University

While my primary focus during this session are the results of the presenter’s research paper, the hope is that the paper will inspire a discussion about the discourse used in policy-making concerning the language education of ELL students. Using a corpus of Congressional hearings collected from the U.S. Government Publishing office (http://www.gpo.gov), this study produced several findings to be shared. The implications of this study suggest a greater need to critically examine the discourse surrounding language education in policy-making, particularly as the United States enters a new era of education policy at the federal level through the Every Student Succeeds Act (ESSA).

Intensive English Programs: Turning Challenges into Opportunities

Room: Conference Center

Dianna Wrenn
GATESOL

This open meeting for members of the IEP Interest Section and for those who are interested in IEPs will center on major issues facing university IEPs today. The facilitator will begin by describing the current climate of IEPs and will demonstrate how teachers and administrators can frame challenges as opportunities to find workable solutions. Following the demonstration, participants will form small groups to discuss particular challenges. Each workgroup will come up with and share recommendations for transforming a challenge into an opportunity. The meeting will end with an announcement about the next IEP Mini-Conference and the Call for Proposals.

Acculturation of International Students’ Spouses: Implications for TESOL Professionals

Room: Camellia

Seyoung Park
Georgia State University

During the acculturation process, female spouses of international students in the U.S. face multiple challenges. Since these spouses have limited English proficiency, social network, and resources, there is a growing need to help address their adjustment to life in this country. This paper examines language and cultural factors and how international female spouses deal with their day to day life challenges and barriers. An in-depth interviewing approach, with three Korean graduate student spouses at a major, urban science and technology-oriented university in the Southeastern U.S. provided the data for this qualitative study. This presentation may help universities (especially those with IEP and ESL training programs) and future international students’ spouses to prepare for this type of challenge in a new host country and to create a supportive, nurturing academic and social environment.

Keys to Building Academic Language and Motivate Reluctant Writers

Room: Gardenia

Yanira Alfonso
Dalton Public Schools

This interactive, engaging, hands-on, highly interesting, motivating, presentation focuses on the ONE thing that is crucial for English learners - ORAL LANGUAGE. To demonstrate how easy integrating oral language is, you will see video clips of students using oral language and playing simple games to develop academic language across the curriculum. Participants will see the difference oral language made on students’ writings, and through a journey of collaboration and self-discovery take home ideas to implement immediately.
Speaking of Speaking...
Room: Maplewood A
Katharine Samford
Georgia Tech Language Institute

Teachers of speaking and conversation classes often struggle with how to create authentic, interactive, assessable speaking activities for their students. Based upon an advanced-level academic speaking course, this workshop will explore and discuss a group discussion project designed for advanced speakers in an academic setting. The participants will then brainstorm potential ways in which this project could be applied to different levels and different learning purposes (survival English, business English, etc.). The workshop will also delve into how to conduct effective, holistic assessment of speaking activities, both at the group and individual levels.

Acquiring an Academic Genre of Narrative: Transfer Effects and Implications
Room: Oakwood A
Asha Tickoo
University of Gothenburg

This paper examines the acquisition of a specialized academic genre, 'Narrative in support of an end-state statement' (NIE), by high-intermediate Chinese ESL learners. In English NIE a claim on the end-state of a developmental process (e.g., "Drug resistant infections have become commonplace now") is followed by a narrative on its coming about. The paper summarizes key macro- and micro-developmental features of English NIE, examines the Chinese counterpart for differences, and assesses learner attempts to gauge the degree and character of L1 interference, at three successive levels of proficiency.

Engaging ELL Students in the Sciences: Cross-Disciplinary Learning Methodologies
Room: Maplewood B
Diane Boothe
Boise State University
Melissa Caspary
Georgia Gwinnett College

The continued demand and unique learning environment for English Language Learners (ELLs) is ever changing as educators focus on best practices to promote optimal learning for 21st century students. Central to the demand for revitalizing the classroom experience and infusing technology throughout the curriculum is the call from leaders in business and industry to prepare students to enter the 21st century workforce, particularly in Science, Technology, Engineering, and Mathematics (STEM) fields. Expert English language skills are often tantamount to achieving success in this endeavor and keeping up with the rapid pace of learning. This study will present instructional methods that focus on unique active learning environments, highlighting activities and experiences from science disciplines, and will emphasize direct ELL preparation to ensure success and promote purposeful collaboration. Teaching strategies and methodologies focusing on active, hands-on learning in the ELL and science classroom will be discussed. Challenging activities will be suggested that can be adjusted for a variety of abilities across age groups featuring key transferable competencies and integrative technologies. Exploration of best practices that build a culture of innovation and prepare students for the global workforce will be addressed. Materials in the form of a handout and web addresses will be provided.

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| Reforming English Teaching in Algerian Higher Education: Which Role for Foreign Private Universities?  
  
  *Guemide Boutkhil* |
| Teaching English: An Analysis of an EFL Textbook  
  
  *Sarab Al-Akraa* |
| Effects on Reading with Capitalization and ELLs  
  
  *Melinda Childs* |
| Every Math Class is a Language Class  
  
  *Jennifer Pendergrass, Erica Knowles, Maria Davis,*  
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| An Examination of Two Undergraduate TEFL Practicum Settings  
  
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| E-Pal Interactions: A Win-Win for College Students and Language Learners  
  
  *Anne Patton,*  
  *Eliana Hirano,*  
  &  
  *Anna Rose Garrett* |
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  - Degree seeking students
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  - Opportunities for funding
  - Complete ten courses (21 hours of required courses and 15 hours of electives)
  - Prepare for doctoral study in Applied Linguistics/TESOL

❖ Graduate TESOL Certificate Program
  - Non-degree seeking students
  - Teach adult English learners in the US or abroad
  - Complete three foundational courses and two electives in Applied Linguistics/TESOL (15 Credit hours total)
  - Stepping stone towards Master’s degree (credits can be transferred)

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Contact Information
Visit our Website: alsl.gsu.edu
Or contact our Director of Graduate Studies
Dr. YouJin Kim (ykim39@gsu.edu)
GATESOL Conference Schedule 2016
Saturday, October 15th

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7:00 AM—5:00 PM    Registration/Information
                    (Registration Desk closed during Luncheon)
7:00 AM—8:00 AM    Breakfast
8:15 AM—9:00 AM    General Session and Keynote Speaker
                    Dr. Ayanna Cooper
9:00 AM—9:15 AM    Refreshment Break/Visit Exhibit Hall
9:15 AM—10:00 AM   Concurrent Session
10:15 AM—11:00 AM  Concurrent Session
11:15 AM—12:00 PM  Concurrent Session
12:00 PM—1:15 PM   Business Luncheon
                    Keynote Speaker: Dr. José Medina
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3:30 PM—4:00 PM    Wrap Up
### Saturday Morning at a Glance Concurrent Sessions

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**Conference Center**

**GATESOL #HotTopics@EL CONFERENCEnce 2016**

**Dunwoody A**
- The Top Twenty Free ESOL Websites!
- Leave with a Plan: Proven Strategies to Help Increase Family Engagement at Your School

**Dunwoody B**
- Sharing the Dream: Developing Latino Parent Leadership in Schools
- Cultural Proficiency in Terms of Enhancing ESL Learners’ Motivational Level!
- Project Mola: Weaving Interventions, Services, and Support for Refugee Students

**Dunwoody C**
- Transnational Latino Parents in a Dual Language School: A Case of Engaged Parent Researchers
- ESOL Learners’ Responses to Authority: Implications for TESOL Professionals
- GATESOL Spotlight: Brainstorm with Your Regional Liaison

**Gardenia**
- Adopting English Names in ESL/EFL Classrooms: A Case Study
- Scaffolding ELs from Social Language to Academic Registers in High School

**Maplewood A**
- Blended Learning vs. Technology Integration for ELLs: There is a Difference

**Maplewood B**
- See Me: Engaging with Arabic-Speaking ESL Learners Mindfully
- Newcomer Adolescents: Learning English through Literacy and Math
- GATESOL Spotlight: Grants & Awards

**Oakwood A**
- Conflict Resolution in Intercultural Aviation Setting: Implications for TESOL Professionals
- **Spotlight Session:** Community-College Partnerships within an ESL Program for Local Immigrants (until 11:30am)

**Oakwood B**
- Achieving the Academic Language of Georgia’s Standards of Excellence
Dr. Ayanna Cooper is an advocate and author for culturally and linguistically diverse learners. She is a co-author of Evaluating ALL teachers of English learners and students with disabilities: Supporting great teaching and has contributed to WIDA publications such as the Essential Actions Handbook. She has held positions as an English as a Second Language teacher, ELL Instructional Coach, Urban Education Teacher Supervisor and ELL/Title III Director. She has worked with and facilitated professional development for administrators and teachers, both pre-service and in-service, in urban and suburban areas and is currently an independent consultant. Ayanna has taught a number of graduate level courses in the areas of first and second language acquisition, sociolinguistics and sheltering instruction for English learners across content areas. In 2009, she chaired the Southeast TESOL Regional Conference, A Passion for Language and Teaching, held in Atlanta, GA. In 2010, she was selected as an ASCD Emerging Leader. She is a past president of Georgia TESOL and served on the Massachusetts Department of Elementary & Secondary Education English language learner/Bilingual Education Advisory Council. She is currently serving as chair of International TESOL Professional Development Standing Committee. Ayanna holds an Ed.D. in Teacher Leadership from Walden University, an Ed.S. in Curriculum & Instruction from Piedmont College and an M.Ed. from Lesley University. Her areas of professional interest include social justice, ESL teacher efficacy, professional development and educational policy.
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The first unit of each book (15+ pages) can be downloaded at my website. Print them out FREE and try them with your students.

Elizabethclaire.com
Order today! 888-296-1090
Saturday, October 15th
9:15-10:00 AM

Cultural Advocacy Through Intercultural Education in Korea
Room: Azalea A/B
Yeoeun Park
Indiana University Bloomington

Through a classroom dictionary project, students work together to develop cultural proficiency of their English while relating the lexical items to academic English. The project focuses on the psychology of shifting from small errors and moving to communicative competence within EFL learners as they establish their own identity. This session examines the implementation of the project, best practices to encourage student participation, and the importance to cultural advocacy and student learner identity.

The Top Twenty Free ESOL Websites!
Room: Dunwoody A
Ransom Gladwin
Valdosta State University

Need help finding ESOL websites that are useful, up-to-date, and free? This presentation highlights the top websites from ten years of ratings in the course ESOL Methods/Materials at Valdosta State University. Each website will be showcased with representative reviews from graduate students and the professor. Handouts will be provided and time will be allotted for the audience to share favorite ESOL sites with the group.

Cultural Proficiency + Food = Academic Excellence
Room: Camellia
Lynn Burch
Fannin County High School
Mary Corbin
Fannin County Schools

Food is a universal language. What a recipe for academic success when you integrate a CTAE class, Food Nutrition and Wellness, and a multicultural group of students! EL students and their native English-speaking classmates are immersed in a cultural experience of food. Students have investigated the interrelationship of food, nutrition, and culture to WIDA and Georgia Performance Standards. Activities included multicultural cooking labs, sharing of cultures, resulting in cultural proficiency in relationships and language acquisition.

Get people talking!
Share what you hear about any and all of the “Hot Topics” for this year’s conference! Use social media:

#HotTopics@ELs
Saturday, October 15th
9:15-10:00 AM

Transnational Latino Parents in a Dual Language School: A Case of Engaged Parent Researchers
Room: Dunwoody C
G. Sue Kasun
Georgia State University
Jyoti Kaneria
Smyrna Elementary

In a diverse Georgia public elementary school, two parents, also educational researchers, describe their efforts to collaborate with transnational Latino families toward improving cultural relationships at a large, urban school. They start with the ways Spanish-English two-way immersion was established at the school, including with the efforts of one of the presenters. They continue with a description of their efforts to engage the transnationalism of the Latino families at the school who comprise about 1/3 of the student population. Some of those efforts include attempting to offer a "Day of the Dead" event, a traditional Latino Christmas celebration, and how the news is presented in Spanish daily at the school. They conclude with their co-creation of a Latino committee that advocates for its interests and connecting with the greater school community.

Blended Learning vs. Technology Integration for ELLs: There is a Difference
Room: Maplewood A
Catherine Bunch
Pam Drescher
Lexia Learning

Blended Learning is more than teaching with technology for technology’s sake. Success requires a well-designed and well-implemented instructional model. When English Language Learners are able to spend part of their learning time working with technology, there is an opportunity for personalized instruction and real-time student performance data to inform targeted face-to-face instruction. Add a continuously adaptive diagnostic tool to support the blended learning model, and you have a winning combination to support core instruction for ELLs.

See Me: Engaging with Arabic-Speaking ESL Learners Mindfully
Room: Maplewood B
Khalid Ibrahim
ON Language
Nancy Rivera
Pinewood Prep School

Arabic-speaking ESL learners from the Middle East coming to the U.S. to develop their language proficiency and pursue academic goals present various cultural challenges to ESL teachers and program administrators in IEP settings. This session will present an innovative intercultural approach to dealing with various cultural issues these learners present. By the end of this session, participants will acquire a four-step tool to use to effectively engage with and positively empower Arabic-speaking ESL learners when addressing cross-cultural issues.

Conflict Resolution in Intercultural Aviation Setting: Implications for TESOL Professionals
Room: Oakwood A
Jamie Hale
Georgia State University

The aviation industry is highly intercultural, and linguistic, cultural, and individual differences may lead to conflict among staff (Cutting, 2011). This presentation will provide a description and examples of how intercultural awareness and conflict resolution can be incorporated into ESP and TESOL courses for ELLs in the aviation industry. Sample materials and lesson plans will be provided, and there will be time for questions at the end of the presentation.
Peru TESOL - Presentations and Travels
Room: Azalea A/B
Heather Boldt
Emory University
Margareta Larsson
Georgia State University

In this session, the presenter will share experiences gained at Peru TESOL 2016, Arequipa, Peru. The presenter will first share summaries and highlights of the two presentations given at Peru TESOL, titled ‘Adolescent English language learners’ literature discussion and digital storytelling’ and ‘Teaching 4 integrated language domains: Innovative strategies.’ The presenter will then give an overview of the visit to Peru for the first time by sharing captioned pictures of the gatherings and tours from the Peru TESOL as well as pictures of personal trips taken in Arequipa and Cusco. The session will end with sharing what the presenter gained from the trip and showing information on how to apply for the Peru TESOL grant.

Leave with a Plan: Proven Strategies to Help Increase Family Engagement at Your School
Room: Dunwoody A
Heath Heron
Camden County Schools

Since 2012 the Faculty and Staff at Matilda Harris Elementary has worked hard to promote and engage ALL Families to participate in their students education. Matilda Harris has implemented research based practices to engage families with great success. In 2014, MHES was a Georgia Department of Education’s Family-Friendly Partnership School Award finalist. In this engaging session you will learn what easy strategies MHES used to successfully build relationships, promote participation, and welcome families. Last year MHES has 84 volunteers log in over 3500 volunteers hours! Participants will leave with strategies that will help build Family-Friendly Culture, Parent recruiting strategies, and grading and academic support for all students.

The BIG ESOL Picture
Room: Camellia
Joy Cowart
Lowndes County Schools

The BIG ESOL PICTURE involves ESOL teachers, academic coaches, administrators, and counselors understanding their “WHO” and understanding their “WHY”. Their “WHO” is the individual English Learner. Each individual student needs intensive academic language support. With professional learning, educators can provide each individual English Learner with instruction which regularly incorporates academic language learning opportunities. The “WHY” involves Title III compliance. The documentation of evidence for Title III is a federal requirement and often is the time consuming responsibility of the ESOL teacher. With professional learning opportunities provided by the GATESOL Professional Development Grant, as well as using Ellevations, In Class, and Google Classroom platforms, ESOL teachers are able to see and comprehend The BIG ESOL Picture.

Cultural Proficiency in Terms of Enhancing ESL Learners’ Motivational Level!
Room: Dunwoody B
Sangeeta Johri
INTO USF

In this Demonstration Session, the presenter will provide a brief description of the motivational framework theory in terms of enhancing culturally responsive teaching in her students’ life. She will present this theory in the form of a PPT for 15 minutes. Then in between the presentation she will get involve the audiences with some activities such as: short discussions in the form of think-pair-share and KWL charts with short scenarios for around 25 minutes. Furthermore, for practice she will incorporate some classroom proven techniques and show some student work sample handouts to prove those techniques for 10 minutes. And in the end she will encourage the audience to ask some questions for 10 minutes related to the presentation.
Saturday, October 15th
10:15-11:00 AM

ESL Learners’ Responses to Authority: Implications for TESOL Professionals
Room: Gardenia
Jane Fenn
Georgia State University

This study examined ESL learners’ responses to authority – teachers, police officers, and DMV or INS officials – in the Latino, Korean, and Cambodian communities in the United States (U.S.) as well as in the learners’ home countries. It was carried out by conducting ethnographic interviews of two Latino, three Korean, and one Cambodian ESL student at a church language school in northeast Atlanta. The purpose of the study was to examine this attitude towards the police across intercultural, sociocultural, and linguistic domains. The study was broadened to include responses to teachers and officials at the DMV or INS. Implications for TESOL professionals, suggested classroom topics of discussion, and sample materials will be presented and discussed.

Newcomer Adolescents: Learning English through Literacy and Math
Room: Maplewood B
Gabriela Ratcliff
Sam Presley
Whitfield County Schools

This workshop targets middle and high school teachers who have students with less than 2 years of experience in the country. It will explain how literacy can be used as a way to celebrate their heritage, develop an understanding of the adjustment process, identify themselves with other immigrants, and reflect on their own journey - past, present and future while learning English. It will also show how each station is designed and planned as a component of students creating their final product. The program also includes a math component to review and prepare students for geometry, pre-algebra, and algebra skills necessary for school.

Community-College Partnerships within an ESL Program for Local Immigrants (until 11:30am)
Room: Oakwood A
Eliana Hirano
Julia Barnes
Samantha Marshall
Trevor Lusk
Anne Patton
Berry College

In this session, we describe a student-run college ESL program for the community, highlighting the multifaceted partnerships it promotes as well as the learning opportunities it creates for local immigrants as well as for college students and faculty in different departments. Different aspects of the program will be presented by faculty in the Spanish and Education departments and by college students who direct the program, run the free daycare, and teach ESL classes.

Spotlight Session

Have you done the following yet?

⇒ Joined GATESOL as a Member?
⇒ Updated your profile on our website?
⇒ Visited our Exhibitors?
⇒ Connected with your Regional Liaison?
⇒ Tweeted about your experience? #HotTopics@ELs
Bridging a Graduation Pathway: Evaluating Foreign Transcripts
Room: Azalea A/B
Phoenicia Grant
DeKalb County Schools

This session highlights the foreign transcript evaluation process. Attendees will receive a general overview of several educational systems in other countries, grading scales, recommended courses and equivalent United States transfer credit. Participants will learn the recommended practices for foreign transcript evaluation and have an opportunity to evaluate a foreign transcript.

Project Mola: Weaving Interventions, Services, and Support for Refugee Students
Room: Dunwoody B
Carlos Barrera
Maria Prieto
Aldo Lopez
Deborah Aughey
Elizabeth de la Peña
Cobb County Schools

This panel discussion outlines a progressive refugee student advocacy program. Project Mola seeks to tightly weave interventions, services, and support to provide voice and “cultural organizing” as critical praxis. The panel will discuss financial, social, medical, cultural, educational, and pedagogical initiatives. Panelists will share their immigrant stories and brainstorm challenges.

Brainstorm with Your Regional Liaison
Room: Dunwoody C
Kendra M. Castelow & Other Regional Liaisons
GATESOL

GATESOL’s Regional Liaisons exist to ensure greater participation in Georgia. Come find out how you can be a part of an organization that advocates for English Learners and educators of English Learners. Share shining points from your communities and discuss issues you believe need GATESOL’s attention. Network with ESOL Teachers and other educators to create the sense of belonging you might be missing.
Saturday, October 15th
11:15-12:00 PM

Scaffolding ELs from Social Language to Academic Registers in High School

Room: Gardenia

Nihal Khote
Kennesaw State University

There has been a renewed focus on teaching students to write in academic ways with the recent adoption of the Common Core Curriculum in Georgia. Thus, teachers should know what academic register is and also how to transition emergent writers from social language to the academic register. The presenter will demonstrate how to design a writing curriculum that progressively spirals language learners from informal, everyday language to the control and use of the language of schooling, specifically registers of argumentation for persuasive writing.

Grants & Awards: A Pot of Gold

Room: Maplewood B

Lela Horne
Jacqueline Ellis
GATESOL

Did you know that Georgia TESOL Grants & Awards a total of nearly $12,000 each year? Georgia TESOL is very proud to offer numerous grants and awards to its members. Grants and Awards are given for various endeavors: Projects, Professional Development, and Research. Come hear about how you could be the next recipient!

Learning New Vocabulary Words Using Paired-Associates: An Empirical Investigation

Room: Maplewood A

Dacian Dolean
East Georgia State College

Paired-associated learning is a technique that has been used to improve retention of new words, but little is known about the extent to which it can be successfully used in the classroom. The following presentation shows the results of two empirical investigations that used a simple teacher-friendly application of this technique to enhance the retention of new vocabulary words in a foreign language. The outcome of the study may benefit teachers and supports immediate and long-term efficiency of paired-associated learning experiences in the classroom.

Achieving the Academic Language of Georgia’s Standards of Excellence

Room: Oakwood B

Dane Anderson
Insync

Steve Cawthon
WIDA Certified Trainer

Participants in this workshop will acquire strategies and methods for identifying and achieving the language of the Georgia Standards of Excellence. First, a step-by-step method for identifying the necessary language for achieving a standard is introduced. Next, participants will label the language according to the content area and that necessary for Academic Language Acquisition. Finally, the participants will learn various ways to teach the language of the standard.
Dr. José Medina presently serves as Director, Dual Language and Bilingual Education at the Center for Applied Linguistics. As an English learner himself, José understands first-hand the importance of ensuring that all students have access to educational opportunity. José recently completed his dissertation study titled Campus Principals’ Perceptions of How Principal Mentorship Influenced Their Ability to Lead a Dual Language Campus in One Texas School District, graduating with his Doctorate in Educational Leadership in May, 2015. Before moving to Washington, DC to serve as a member of the CAL team, José was the Director of Bilingual and ESL Education in the Carrollton-Farmers Branch Independent School District (CFBISD) in the Dallas area. In that role, José provided guidance, professional development, and implemented systems to ensure that all elementary, middle, and high school teachers were well equipped to effectively meet English learners' needs. Prior to accepting the CFBISD district leadership position, José was the founding campus Principal at Ruth Barron Elementary School in the Pflugerville Independent School District (PISD) in central Texas. In twenty years of service in the field of education, José has worked as an educator and school administrator at the elementary, middle, and high school levels.
GATESOL 2015-2016 GRANT/AWARD RECIPIENTS

John Stowe Cultural Immersion Grant: Brianne Church, Haralson County
Peru TESOL Travel Grant: Heather Boldt, Emory University, & Margareta Larsson, Georgia State University
SETESOL Conference Travel Grant: Shannon Hammond & Alicia Richwine, Oconee Schools
Project/Professional Development Grant I (P-12): Joy Cowart, Lowndes County

Congratulations!!!

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’ Chairpersons: Lela Horne & Jacqueline Ellis
Attention Members: The 2016-2017 Executive Board slate is available at the Registration Desk. Cast your vote today!

GATESOL Annual Business Meeting
Saturday, October 15, 2016
12:00-1:15 PM
Ravinia Ballroom

Meeting Agenda

I. Opening of Meeting (Jeff Terrell)
II. Approval of Minutes (Jeff Terrell)
III. Membership Report (Elizabeth Webb)
IV. Financial Report (Greg Wickersham)
V. Presentation of Current Board, Chairs, & Liaisons (Jeff Terrell)
VI. Presentation of New 2016-2017 Executive Board (Cherrilynn Woods Washington)
VII. Report on 2016 GATESOL Conference (Cherrilynn Woods Washington)
VIII. Grants & Awards (Lela Horne & Jacqueline Ellis)
IX. 2017 GATESOL Conference (Kendra M. Castelow)
X. Adjournment (Cherrilynn Woods Washington)
# Saturday Afternoon at a Glance Concurrent Sessions

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We will see you next year!
Saturday, October 15th
1:30-2:15 PM

Using Brain-Based Strategies and Technology to Engage Global Learners
Room: Camellia
Courtney Teague

In this session, you will experience a demonstration on how to design lessons infusing brain-based strategies and technology. You will receive strategies on how to actively engage diverse learners. The strategies will include usage of high and low interactive technology devices, collaborating and connecting with peers, and using QR codes and various applications. Before you can make memories or learn, you must hold students’ attention. Based on my experience as a classroom teacher, I’ve created this list of tips for any teacher to integrate brain-based, neuro-logical learning strategies to grab and hold students’ attention. Classroom teachers have to compete with technology apps and other natural distractions while teaching. Why not embrace technology as a teaching tool?

Adult Education Interest Section
Room: Dunwoody B
Liz Bigler
GATESOL

Come learn about our Adult Education Interest Section and how you might get involved or increase your participation!

Publishing with GATESOL In Action
Room: Dunwoody A
Gertrude Tinker Sachs
GATESOL

Come learn about our online research journal, GATESOL In Action! Hear about the importance of professional submissions and reviewing scholarly research.

Project Self: A Personal and Professional Endeavor Towards Cultural Responsiveness
Room: Dunwoody C
Esther Taj-Clark
Tennessee Technological University

The purpose of this presentation is to show why cultural responsiveness teaching modeled and articulated as a vision in teacher education programs can provide pre-service teachers with a way to help bridge the widening cultural divide between themselves and the students they serve. Current scholarship interrogates how pre-service teachers lack preparation and returns accountability to the teacher preparation institutions. Teachers who consider themselves to be living in a post-racial society with a color-blind enlightenment may fail to consider how their own whiteness impacts their professional life. Using a culturally responsive approach provides a common ground for racially, ethnically, socioeconomically, and culturally different students. Students can move in a positive direction towards a higher ground of envisioned achievement because their teacher understands the transformational effects of having cultural knowledge, consideration of prior experiences and frames of reference, and performance styles of ethnically diverse students.
Saturday, October 15th
1:30-2:15 PM

Using Technology to Improve Writing Among ELs
Room: Azalea A/B
Aisha Nelson
DeKalb County Schools

In this session, research completed on increased technology use and ESOL students will be discussed. Activities included are interactive and educators will be given tools and sites that are free and at minimal cost to take back to their schools and school districts.

Successful Strategies with Picture Books for All Groups
Room: Oakwood A
Ana Lado
Marymount University

Learn to select picture books for teaching ELs based on tellability not just readability. Tellability is based on conversational analysis. You will experience books, such as those compatible with Comprehension-TPR—books w/ lots of verbs, Expression-Reader’s Theater—dialogue rich books, Language-focused study-Guessing Games—question/answer texts, and Fluency Recitation—books w/ illustrated poems. Receive an annotated book list, explore sample books, practice identifying features, and practice teaching English with books. This presentation is of interest to training teachers because the picture books are used to demonstrate teaching strategies. As such, they are ideal examples and thus help new teachers recall the strategies.

Basic Writing Skills for English Language Learners
Room: Maplewood A
Chanda Williams
Clayton County Public Schools

Explicit instruction in writing mechanics and composition skills is necessary for writing success. Recent research reveals practices on how meaningful, standards-based writing instruction can be attained. This writing foldable will embolden students by providing an easy and fun way to learn and implement writing basics. In this interactive workshop, participants will receive research-based evidence to support each component as well as a work session to create a foldable to model for students. They will also receive writing strategies to use as a precursor to all writing activities.

Survival of the Fittest
Room: Oakwood B
Timothy Cokley
BrookeRichardson
Atlanta Public Schools

This presentation will share several ways that ESOL teachers (Itinerate and Non-Itinerate) can be efficient and effective in their day-to-day interactions with students, teachers, and administrators. Participants will be asked to bring ideas to share with the group. Content covered will include organization tips, Kidz A-Z, Lexia Core 5, Imagine Learning, Student Records, Data Collection, RTI, SST, Microsoft Office Tools, and much more.
Saturday, October 15th
2:30-3:15 PM

Exhibitors’ Meeting of the Minds
Room: Dunwoody B
GATESOL

Come, unwind, and celebrate another great conference! Provide feedback about this year, and make plans for next year’s conference. The theme will be, “Keys to Cultural Proficiency: Unlocking the Language of Equitable Instruction.” It will be held in Macon, Georgia, October 19-20, 2017, and sponsored in part by Macon-Bibb Convention & Visitors Bureau!

Regional Reunion from The Tubman Museum
Room: Dunwoody C
Kendra M. Castelow
GATESOL

Educators are going through so much to meet the needs of their students. Their stakeholders are watching, and this adds to the pressure we all feel. This makes it difficult to feel empowered as a teacher to make a difference in the lives of multilingual and multicultural populations. Whether you are an ESOL Teacher, Administrator, Student, or “Re-fired” Retired Individual, summer is a time to relax and reflect on your past experiences.

Many educators from Georgia and surrounding states came together this summer. This is a time to do “check-in” and provide feedback about the next regional meeting.

GATESOL Spotlight!
## Presenters’ Names and Contact Information

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