

GATESOL NEWS



May 2019

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Message from the Board



Dr. Jennifer Pendigrass

As Second Vice President and Membership Chair for the 2019 Executive Board of GATESOL, I love supporting Regional Liaisons in planning for their regions. Our Regional Liaisons are busy now planning events all around Georgia. As new events are ready, registration will be made available in the Calendar of Events at gatesol.org. Additional events are added throughout the year, so remember to check the calendar often. We have several events listed already. I encourage you to register for some local events this year and meet other GATESOL members in your area. I have so enjoyed meeting other professionals in the field from North and Northwest Georgia through our local events in Regions 1 and 2. These events provide an amazing opportunity to build a sense of community with fellow GATESOL members.

As an affiliate of International TESOL, GATESOL provides its members with the opportunity to collaborate and learn. We were fortunate this March to also be able to host the TESOL 2019 International Convention and English Language Expo in Atlanta. I was excited to see so many GATESOL members attending and volunteering. I had the opportunity to attend some incredible breakout sessions presented by GATESOL members. I was encouraged to see the great work we are doing here in Georgia presented to an

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The 411 on PreK-12 Day

Cherrilynn Woods Washington

PreK-12 Day took place on the Saturday immediately following TESOL International Convention as a closing ticketed event. TESOL obtained some awesome presenters and a speaker with an inspiring pedagogy for what leaders needed to know to support English Language Learners. We had over 250 ticket holders who attended.

Dr. Ayanna Cooper is an educator, consultant, author and advocate for culturally and linguistically diverse learners. In 2016, TESOL International Association recognized her as one of the association's 30 Up & Coming professionals. She works nationwide supporting educators. With 20 years of experience and a number of publications, her projects involve building administrators capacity to develop and manage K-12 English language programs.



Dr. Ayanna Cooper

Dr. Cooper expressed in her teaching that English learners are a unique population with diverse needs, but they have in common the need for administrators and instructional leaders who know how to support them effectively. During her presentation, she provided a “Marco to Micro”

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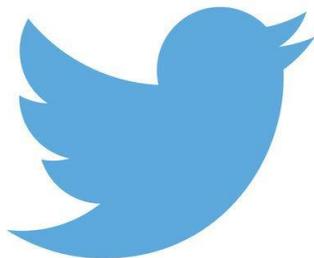
international audience! PreK-12 Day was a great add-on event, providing collaboration and learning opportunities for that specific group of GATESOL members who teach English learners in grades PreK-12. Many Georgia presenters shined at this event as well. We hope you continue to engage in learning and collaborating through the organization. I look forward to seeing you at a GATESOL event this year!

Jennifer D. Pendergrass, Ed.D.
2nd Vice President GATESOL 2019

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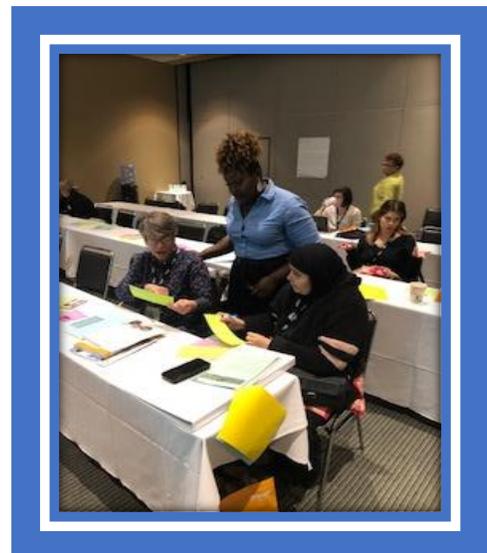
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perspective of the work so that schools can examine their own school communities with the ultimate goal of improving.

The learning training didn't stop there. We had subjects that covered all areas: Co-teaching & Coaching; Learning Disabilities & Exceptional Children; Interrupted Schooling, Assessment & Formative Standards; Dual Languages Education & Multilingualism and Hot Topics.

These strands provided a very impactful amount of information that was easy to use and implement at the classroom level. PreK-12 Day consisted of motivating sessions like: Implementing the 6 Principles in the Classroom, Destination Success: Steps to Effective Co-Teaching or Planning SMART Goals and Next Steps Based on ACCESS 2.0 Scores; inspiring classes to update your pedagogy such as: Together We Are Better: Co-teaching ELLs, Strengthening Communities through Dual Immersion Programming, Teaching and Developing Giftedness in ELLs and Building Resilient Learners: The I have, I am, I can Model; and sessions that captivated your educational thirst for knowledge with: Co-Teaching: Creating One Greatness, Breaking Barriers with Blended Learning, STEM, Literacy and ELLS and Technology Tools for the English Language Classroom.

If you missed this awesome educational experience, please know that GATESOL provides regional professional development and hosts a yearly conference with fantastic speakers and relevant presenters.



GATESOL Stowe Grant Reflection



Keisha Patterson

In the summer of 2018, I had the opportunity to travel to Guadalajara, Mexico as part of the GATESOL John R. Stowe International Travel Grant. For my immersion trip, I chose to travel to Guadalajara because it is the second largest city in Mexico, behind Mexico City. Guadalajara is a booming town with an industrial feel, and it houses many universities as well. For this reason, I elected to take Spanish classes at the University of Guadalajara with the goal of taking a Spanish diploma exam at the completion of my two-week intensive Spanish course. To increase my exposure to the language, I stayed with a Mexican host family who provided my meals and drove me to and from the airport. They did not speak any English, so every day, I woke up immediately having to communicate in a foreign language.

At the school, I was placed in an intermediate level Spanish class, learning Spanish for five hours per day. Everything was taught completely in the target language covering the components of reading, speaking, listening, and writing. Finally, I was given homework and additional reading assignments to complete each evening.

Based on my two-week Spanish immersion experience in Mexico, I learned many things that I believe are applicable to supporting my ESOL students in the classroom. First, it was very exhausting to be completely immersed in a

second language full time. By the end of my first day in Guadalajara, I was drained from having to interpret the security personnel at the airport, expressing my needs to my host family, and communicating with customer service employees at the grocery store and the currency exchange booth. In America, I was so used to being able to turn on and turn off my Spanish when I wanted to, but in Mexico, I was forced to use it all the time. This is the same situation my students face as foreigners in the United States. They are fully immersed in English. They don't have the option of speaking English only in school. When they go into their communities, it is a requirement that they know English at the doctor's office, restaurants, and even the movies.

Second, when a person is in a full immersion setting, sometimes they need an outlet to help reconnect with their own culture. There were no other English-speaking students in my Spanish class. In fact, the majority of the non-Mexican students were Asians who spoke Mandarin. Therefore, at the end of a long day communicating in Spanish, the only person who I could communicate with in my own language was my husband via telephone. I really needed those conversations to remind myself that, yes, I could express my thoughts and opinions clearly. In English, I know how to communicate and understand when another person is speaking to me. How does this affect our ESOL students? I am sure

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**“When a person
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that their struggles to communicate fluently also affects their self-esteem. It is similar to a toddler who has thoughts that he wants to express, but gets very frustrated with the inability to do so accurately. Yet, as teachers, we expect our second language learners to quickly pick up material, and we do not allow them outlets to connect with their own culture.

Based on the challenges that I faced during my immersion trip, I would suggest that teachers offer multicultural clubs or afterschool activities for their students so that they can celebrate their culture. Also, projects, posters, and multicultural books can be utilized in the classroom to show more cultural sensitivity and inclusion. Lastly, teachers should consider being a little more tolerant of students who communicate amongst themselves in their native language from time to time. It could be a sign of stress or being overwhelmed and wanting to feel confident.

Overall, my immersion experience in Guadalajara, Mexico was really enlightening. I am very thankful for the amazing opportunity that GATESOL and the John R. Stowe International Travel Grant provided me in order to experience a setting similar to what my students face on a daily basis in America. I am sure that I have a better understanding of the challenges that my ESOL students face both in the classroom and in their communities.

“I challenge other teachers to work with students, to put students first, and to read with students.”

A Journey of Commitment



Ethan Trinh

When I left the Southeast TESOL Conference, I returned home with joyfulness and three commitments to teaching and living this life.

First and foremost, I made a stronger commitment to the teaching philosophy of putting the student first. I used to get stuck with the following question: how should educators balance the need to assess students' literacy abilities with the need to guide students to be interested in reading what they love, and are they contradictory interests? In other words, how can I, as a novice pre-teacher, resolve the conflict between teaching students to the test and instructing students to discover something they truly want by reading? It would be easy for a teacher to pick a random reading for students in order to get through a class period, but it would be a challenge for a teacher who makes a lifelong commitment to impact students in classrooms. I make a commitment to teaching and I challenge other teachers to work with students, to put students first, and to read with students. What it means to read with students is understanding students' needs and interests, guiding them to develop their interests, and learning with them.

I recall a time when I got the chance to speak directly with Dr. Stephen Krashen at the Southeast TESOL Conference. I raised a question about the above conflict. Dr. Krashen looked straight at me and said, "Young man, I understand your concerns. If the school asks you to teach students to the test, they are wrong. The way you are doing it is right."

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You teach students to love what they read and I encourage you to keep doing that!" That quick 5-minute conversation enlightened my mind and confirmed what type of teacher I wanted to become. I do not simply want to teach students how to pass the test. Rather, I want to teach them how to find their learning interests and develop them in their own way. I want to shape them to become lifelong learners regardless of what career paths they choose. I want to go to a classroom to build reading interests with my students, further their learning through reflections and constructive feedback, and develop reading skills with them. I want to see students utilize their prior learning experiences, cultural experiences, and life experiences to make sense of their readings and share their understandings with each other. I want to see students teach me in what they excel. I want to create a space for students to honor their voice. I want to honor them for who they are, for the languages they speak, for the cultural values they have inherited, and for the humanity that I am creating with my students. When students are heard, they will take a more active role in learning and support each other to thrive.



Secondly, I made a stronger commitment to professional development (PD) opportunities. In simple words, I have to keep learning. For me, learning is never enough. If I teach my students to become lifelong learners, I should be a lifelong learner first. I plan to do this in three ways. First, I will learn from my colleagues and other educators. I will learn from experienced teachers in and out of schools. I would appreciate the

collaboration time and listen keenly as to what they have successfully done in their classroom, and then I would modify their ideas to fit with my current classroom. This conference was such an extensive and exclusive collaborative PD opportunity where each presenter was a great teacher to me. I have learned so much from them. I still maintain contact with some of the teachers because I truly want to continue to see the success in their classrooms and their impact on students. Second, I will continue to share with other teachers and learn how to provide constructive feedback. I presented a project called "Ways of Knowing in a Mexican Transnational Family in Sandy Spring, Georgia" at this conference. My project was centered around the importance of conducting home visits by using the "funds of knowledge" (based on the work of Norma González, Luis Moll, and Cathy Amanti) to help educators expand on what Professor Gail Sue Kasun calls *conocimiento*, or "ways of knowing," with their students. It was such a great pleasure to share and listen to other scholars who were working with marginalized students of color. More importantly, I had opportunities to listen to their stories, have aha moments, and encourage them to keep moving on this journey with students. I found it inspirational to talk with others about our struggles and our plans when we came back from the conference. I found this conference to be professional, dialogic, and constructive. We as teachers need to have these experiences to learn from other people and share what we have accomplished. Then, we can be inspired by one another and we can continue to inspire the students in our classrooms. I am more than happy to share the resources that I have from the conference with others. When emailing the resources to a teacher I stated, "We are all learning, building communities and supporting together, aren't we?" Sharing is building a community together. Third, I will learn how to reflect on the experiences I have. After every journey, I usually sit down and reflect on what I have done efficiently and what I should improve. Not only do I want to benefit myself as a teacher, but I think about how to use my experiences to benefit my students and other colleagues, too. The fact that we can share knowledge, personal reflections, and resources at the state level is powerful and impactful. Without the support of GATESOL, I would not have made it to the conference or gained as much from this journey. Thank you GATESOL for this amazing opportunity!

The last commitment I made was to treat my teacher life as a memorable journey. In other words, I have to self-care and find ways to enjoy my teaching life. Many teachers did this at the conference. In the evenings, we played music, guessed the name of the song in groups, and danced in a ballroom. In the afternoons, we visited Vulcan Park, one of the greatest historic attractions in Alabama. We enjoyed the great view of the sunset and shared knowledge about the great history of the region with one another. It was such a blast for teachers to have used this opportunity to take time to heal, take care of themselves, and have a great time with each other in a supportive and fun space. I also had the chance to visit the book exhibition and purchase a book called *Green Card Youth Voices*, which I later used to teach in my classroom after I came back. This trip was amazing and I am eternally grateful for this opportunity.

I encourage teachers to visit the GATESOL website (<http://www.gatesol.org/page-843299>) to look for funding and grants to support your teaching or research plans. I encourage you to use this funding opportunity to step out to the world, discover the greatness, and bring it back to benefit your students.

Ethan Trinh is currently a doctoral student at Georgia State University. He enjoys sharing his teaching experience with others. He loves to read bell hooks, Gloria Anzaldua and Thich Nhat Hanh. He is a 2018 TEDx speaker, the recipient of the 2017 GATESOL Southeast TESOL Travel Grant, and the 2017 GATESOL Public Service Award for his contribution to Georgia's English Language Learner Community.

Region 11 Meeting Report

Dr. George Porter, Jr.

On Thursday, January 31, 2019, GATESOL Region 11 held a very informative and productive meeting at the Chattahoochee-Flint RESA in Ellaville, Georgia. The meeting was coordinated by Dr. George Porter, Jr., the GATESOL Region 11 Liaison. Several representatives from some of the 15 school districts in Region 11 attended the meeting. Dr. Porter presented information about the GATESOL organization, which also included viewing the website and discussing membership. Dr. Margaret Baker, Program Manager, ESOL/Title III, Part A, presented information about the resources available to English language learner programs. Ms. Dely Roberts presented information about forming a Regional LEA Title III-A Consortium. During the meeting, the participants shared information about their work with EL students in their respective districts. Light refreshments were served and each participant received a bag and resource materials to support their continued work with EL students.



Call for Submissions

Would you like to write an article for the GATESOL Newsletter? We welcome your submissions! Click [this link](#) to learn more!

GATESOL Grants

Did you know that Georgia TESOL Grants & Awards provide a total of nearly \$12,000 each year? Click the links below to learn more about what we offer our members!

<u>Beverly Benson Travel Grant</u>	<u>Community Support Grant</u>	<u>John R. Stowe Cultural Immersion Grant</u>
<p>Amount: up to \$1,500 Deadline: September 30th</p> <p>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.</p>	<p>Amount: up to \$1,000 Deadline: October 15th</p> <p>This grant was created to support non profit community organizations who are working to support the interests of ELL professionals and/or ELL students in the state of Georgia.</p>	<p>Amount: up to \$2000 Deadline: March 1st</p> <p>This grant is intended to provide assistance for an immersion experience abroad for an educator who wishes to serve his or her students better by learning more about their culture and language through experiencing the culture firsthand. It is named in honor of our late colleague and Georgia TESOL member John Stowe who was constantly learning languages, traveling, and spending time with students in order to better understand their culture.</p>

GATESOL Awards

Georgia TESOL would like to encourage members to nominate a colleague or a student for one of the following awards. We are all inspired when we celebrate the accomplishments of others and it is important to take the time to recognize and encourage practitioners in the field. Below is a brief description of the available awards and deadlines. Please visit our website for complete details and selection criteria. [Georgia TESOL Awards](#)

<u>GATESOL Teacher of the Year Award</u>	<u>GATESOL Student of the Year Award</u>	<u>Public Service Award</u>
<p>Deadline: May 31st</p> <p>This award celebrates dedicated K-12 ESOL teachers and acknowledges their hard work in the field. Commitment to improving practice through professional development and participation in a community of practice deserves recognition.</p>	<p>Deadline: May 31st</p> <p>This award highlights the success of K-12 ESOL students who overcome barriers to their education. The inspirational life stories of English learners should be applauded.</p>	<p>Deadline: August 31st</p> <p>This award recognizes a community member who has performed significant service to benefit English language learners and the international community in Georgia. The recipient of the Public Service award is recognized at the annual conference with a plaque or gift and often gives a brief speech about his/her area of service.</p>
<u>Youth Public Service Award</u>	<u>Professional Service Award</u>	
<p>Deadline: August 31st</p> <p>This award is designed to recognize a young person who has given significant service to benefit English language learners and the international community in Georgia. The winner of the Youth Public Service Award is recognized at the annual conference with a certificate.</p>	<p>Deadline: August 31st</p> <p>The professional service award is granted to a member of Georgia TESOL who has performed outstanding service to the profession of teaching English as a Second Language to our students. The annual conference registration fee is waived for the recipient.</p>	