



Teachers of English to Speakers
of Other Languages, Inc.

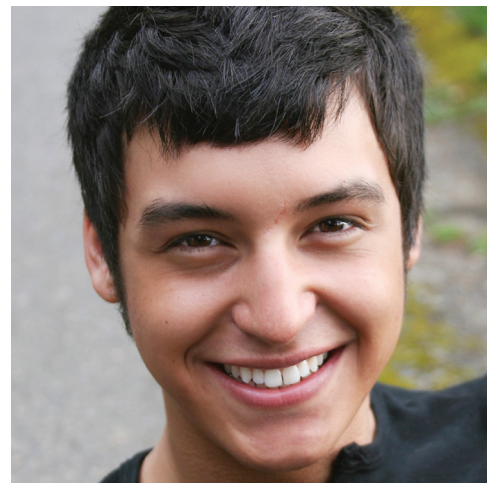
A Global Education Association

TESOL 2011 K-12 Dream Day



Engaging
ELLs in the
Mainstream

Marriott New Orleans
New Orleans, LA, USA
March 16, 2011



Engaging ELLs in the Mainstream

By design, mainstream teachers—with or without ESL credentials—carry the lion's share of accountability for appropriately and equitably educating English language learners. ESL specialists, though fierce advocates, are few in number and are often as marginalized as their students.

TESOL's Dream Day promises to provide interactive, practice-oriented sessions that focus on concrete ways to increase student engagement and achievement from preschool to high school. Student engagement is explored through differentiation, academic language and literacy development, best practices, leadership and advocacy, and hot topics highlighting challenges and successes.

All attendees will attend both morning and lunchtime keynotes, as well as the opening plenary of the convention featuring U.S. Assistant Secretary for Elementary and Secondary Education, Thelma Melendez. Attendees will then choose their day's schedule from sessions in one of five strands. Attendees may mix and match their sessions from multiple strands. All attendees will have the opportunity to view the exhibits from 7 pm–8:30 pm, immediately following the opening plenary session. Certificates of attendance will be mailed to all attendees.

Morning Keynote

9 am–9:45 am

80. *Magic in the Classroom: Using Jazz Chants, Music, and Storytelling*

In this workshop, teachers learn how to write and perform jazz chants: how to create a simple vocabulary chant, turn it into a grammar chant, and then into a song. They also learn how to chant and sing their own students' names and how to work with poetry and jazz.

Presenters: Carolyn Graham, New York University, United States of America



Lunchtime Keynote

12:15 pm–1:15 pm

81. *The Politics of Language*

Learning English for many students comes at a price: Students must also assimilate into the dominant culture. New research shows that cultural preservation can buffer students from some of the hardships in American society. This research is presented along with insights on how to promote biculturalism.

Presenter: Pedro Noguera, New York University, United States of America



Morning Keynote
Sponsored by the College Board



Instructional and Evaluative Differentiation Strand

2

10 am–11:15 am

82. *Scaffolding Academic Language Through Social Studies Units of Inquiry*

Many English learners lack the academic language proficiency they need to succeed. The presenter explains academic language and shows examples of classroom activities and students' work to demonstrate how effective teachers helped their English language learners gain academic language and content knowledge through social studies standards-based units of inquiry.

Presenter: Sandra Mercuri, University of Texas at Brownsville, United States of America

11:30am–12:15 pm

87. *A Theory of Everything: Sheltering Instruction for ELLs*

Methods used to shelter instruction for English language learners serve as a "Theory of Everything" to promote student learning of scientific concepts and the language of science. In this session, participants use and make interactive tools to learn how to transform traditional science classrooms into interactive academic language development labs.

Presenter: Cindy Hunt, Austin High School/University of Alabama Birmingham, United States of America

1:30 pm–2:15 pm

92. *Assess Without Distress: Authentic Assessment of English Language Learners in Classrooms Assessment*

Everyone is talking about it, but what do we do about it? In this workshop, participants examine the difficulties inherent in assessing content and language learning for English language learners. They explore teacher-created instruments for assessing content, language acquisition, and developmental growth over time.

Presenters: Trish Morita Mullaney, MSD Lawrence Township, United States of America; Susan Adams, Butler University, United States of America

2:30 pm–3:45 pm

97. *The ESOL Textbook: Dead or Alive*

The presenter addresses major teacher concerns about the use of ESOL textbooks and clarifies textbook selection and adaptation as well as the nature of textbooks as objects and constructs. She positions the discussion in the context of an ecological approach to the ESOL classroom, which encourages a dynamic view of educational environments.

Presenter: Lilia Savova, Indiana University of Pennsylvania, United States of America

4 pm–4:45 pm

102. *What's in a Sentence?*

Sentences are the powerhouses of writing, the engine of the text. In this session presenters give participants some simple and effective classroom strategies for writing powerful and purposeful sentences for students in K–12 and across all content areas.

Presenters: Misty Adoniou, University of Canberra, Australia; Mary Macken-Horarik, University of New England, Australia

10 am–11:15 am

83. *Connecting Classroom Learning With Students' Backgrounds and Strengths: Funds of Knowledge*

Students have rich experiences (or funds of knowledge) that we can draw upon in our teaching. This fast-paced workshop offers a range of activities to enable participants to discover their students' funds of knowledge and to incorporate these in interesting and engaging activities for elementary and secondary English language learners

Presenters: Jodi Crandall, University of Maryland, United States of America; Lori Edmonds, University of Maryland, United States of America

11:30 am–12:15 pm

88. *Look What I'm Reading, Again!*

Classroom and ESL teachers learn techniques for implementing repeated re-reading to meet a variety of learning outcomes. Poems, songs, chants, and big books allow English language learners to build oral language, sight word recognition, phonological awareness, comprehension, and fluency. Student work samples, activities, and video clips of re-reading interactions are included.

Presenter: Kelly Hill, Shelby County School District, United States of America

1:30 pm–2:15 pm

93. *Developing Success: A Program, A Community, A Culture, and Beyond*

This dynamic session focuses on ways to educate staff and create a supportive culture throughout the entire school for the English language learning program.

Program ideas, staff development topics and techniques, and strategies for program development and implementation are included. Additionally, participants experience concrete research-based instructional protocols and methods.

Presenters: Charlie Geier, MSD Washington Township, United States of America; Jessica Feeser, MSD of Washington Township, United States of America

2:30 pm–3:45 pm

98. *Say It With a Song: Building Language Skills Through Music*

Join the presenter as she shares her classroom-tested techniques for making language learning a song and a dance. Through songs, chants, rhythms, and musical instruments, educators will learn strategies to help students sing their way through rhyming words, compound words, pronouns, and nouns as they develop early language-building skills.

Presenters: Johnette Downing, English Language Specialist, United States of America

4 pm–4:45 pm

103. *English Language Learners' Writing Development From Native Language to English*

This presentation illustrates transitional stages of English language learners' writing development. It is based on a decade of the presenter's work in New York City schools heavily populated with English language learners and new immigrant students and the analysis of hundreds of beginning English language learners' writing samples.

Presenters: Danling Fu, University of Florida, United States of America

10 am–11:15 am

84. *Teaching Vocabulary to English Learners for Reading and Writing Mastery*

Adolescent English Language Learners and struggling readers require instructional strategies that integrate and accelerate academic language to enhance reading comprehension, writing skills, and mastery of subject matter. Empirically tested examples of instructional strategies for middle and high school teachers are presented.

Presenters: Margarita Calderon, Margarita Calderon and Associates, United States of America; Elma Noyola

11:30 am–12:15 pm

89. *'Drama's for Your Mama?' No way! It's Perfect Pronunciation Practice!*

This session addresses benefits of using Reader's Theater and rhythmic activities to facilitate pronunciation practice for language learners. Participants hear how students use these activities to move beyond the knowledge of pronunciation to application that is engaging and purposeful.

Presenter: Karen Snyder, Auburn City Schools, United States of America

1:30 pm–2:15 pm

94. *Access Program in Morocco: Human Development in Action*

The American Access program started in Morocco in 2003 before it became remarkably successful worldwide. In this panel, three Moroccan presenters give concrete evidence for how this program has amazingly transformed underprivileged youngsters through attractive activities and topics like arts and human values, thus granting them hope, confidence, and enjoyment.

Presenters: Eljakouk Abdelkhalek, Moroccan Association of English Teachers, Morocco; Latifa Raounaq, American Language Center, Morocco; Brahim El Morabit, New Bridges Language Association, Morocco; Ruth Petzold, U.S. State Department, United States of America; Andrea Schindler, U.S. State Department, United States of America

2:30 pm–3:45 pm

99. *Strong Theory and Good Teaching: A Recipe for Writing Success*

Through explicit instruction of context, audience, genre, and language informed by systemic functional linguistics theory, a fifth grade teacher coached students to write informational reports and persuasive pieces. Student writing rewarded by a major scholarship prize suggests the importance of explicit instruction, particularly for bilingual students.

Presenters: Maria Estela Brisk, Boston College, United States of America; Karen Byars, Boston Public Schools, United States of America

4 pm–4:45 pm

104. *Bookin' It to Success*

In summer book clubs, high school English language learners read novels for their fall English courses and complete projects. As a result of these book clubs, their pass rates in fall English classes rise from 76% to 94%. These book clubs also serve as high school orientation for rising ninth grade English language learners.

Presenters: Jenny Harvey, Homewood City Schools, United States of America; Abby Becker, Homewood City Schools, United States of America; Amy Wood, Homewood City Schools, United States of America

Leadership & Advocacy Strand

10 am–11:15 am

85. *Critical Literacy in Testing and Assessment: Interpreting Student Performances*

Teaching so that students can learn includes assessing to inform teaching. This session builds your critical literacy in testing and assessment. Learn to take steps to critically use standardized test results. Evaluate performance assessments considering your state's standards. Gain practice looking for indicators of strengths and building on these. Assess, don't stress.

Presenter: Theresa Austin, University of Massachusetts, United States of America

11:30 am–12:15 pm

90. *Working With Students From Poverty*

This session is for teachers of students living in or coming from poor regions of the world with few or no modern utilities. Participants devise and discuss interactive, inexpensive, curiosity-building, and literacy-promoting materials using minimal resources.

Presenter: Eric Dwyer, Florida International University, United States of America

1:30 pm–2:15 pm

95. *Moving Beyond the TESOL/NCATE Standards for P–12 Teacher Education Programs*

This session highlights the revised TESOL/NCATE standards and provides an overview of how the standards are currently used for NCATE accreditation. The presenter proposes future uses of the standards for professional development for content area teachers and as a teacher evaluation tool for teachers of English language learners.

Presenter: Diane Staehr Fenner, TESOL, Inc., United States of America

2:30 pm–3:45 pm

100. *English Language Learners, Immigrant Students, and the Law*

Immigrant children and English language learners often face barriers in receiving an equal education and participating in activities in U.S. schools. This session discusses the rights of students and responsibilities of schools under current U.S. law, and what schools can and cannot require of immigrant children and English language learners.

Presenter: Elizabeth Bagdon, Office for Civil Rights, U.S. Department of Education, United States of America

4:00 pm–4:45 pm

105. *Win-Win: Making Literacy a Family Affair*

How can schools and districts effectively impact the language acquisition of ELLs? How can parents access English language instruction and tap into the school and community? Family literacy is the key. Join us as we share what we have learned during 5 years of implementing, growing, and sustaining family literacy.

Presenters: Susan Seay, Shelby County Schools, United States of America; Leah Dobbs-Black, Shelby County Schools, United States of America

Hot Topics: Challenges & Successes Strand

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10 am–11:15 am

86. *Separating Difference From Disability Issues*

Tier 1? Tier 3? There are many steps in our instructional and problem solving pyramids of intervention but what do we do about culturally and linguistically diverse students who never get out of the intervention cycle? We address best practice, separating difference and disability issues for diverse English language learners in K–12.

Presenter: Catherine Collier, CrossCultural Developmental Education Services, United States of America

11:30 am–12:15 pm

91. *Identifying Effective Gang Prevention Programs*

Gangs are a huge problem in many school districts. This workshop explores different programs that are effective in neutralizing gang involvement and infiltration in our schools.

Presenter: Myles Hoenig, Maryland TESOL, United States of America

1:30 pm–2:15 pm

96. *K–12 Teacher Training Models at 3,000 Meters*

This session explores the local contexts, challenges, and future plans of two unique teacher training models in the Andes. The Peruvian model marries preservice teachers with a rural K–12 school. The Ecuadorian model highlights Ministry efforts to upgrade K–12 English teachers' language and teaching skills on a shoestring budget.

Presenters: Irene Rosero, Ministry of Education, Ecuador; Patricia Hauman Romero, Huaraz Pedagogical Institute, Peru

2:30 pm–3:45 pm

101. *You Think You Can Dance Your Class Toward Intelligible Pronunciation?*

This workshop trains participants in five dance aerobics-like routines for helping ESL/EFL students of all ages improve their pronunciation. Conducted to pop and country music, the techniques included are: (a) 'UP!' Warm Up, (b) 'Strait' Vowels, (c) 'Vampire' Tone Groups, (d) 'Wolf' Intonation, and (e) 'Eye of the Tiger' Rhythm.

Presenter: William Acton, Trinity Western University, Canada

4 pm–4:45 pm

106. *Using Authentic, Exciting, Multimedia Resources to Boost Motivation and Achievement*

Peace Corps volunteers serve in 78 countries across the globe. Their stories inform the development of free, standards-based classroom resources that allow students to see, hear, and interact with cross-cultural content that is interesting and meaningful to them while supporting learning objectives. Cultural diversity in the classroom is visibly honored.

Presenter: Marjorie Anctil, Coverdell World Wise Schools, United States of America

Don't miss these other K–12 Professional Development Opportunities

Preconvention Institutes: Practical Workshops for English Language Teaching Professionals

Pre- and Postconvention institutes (PCIs) offer in-depth, hands-on professional development at the TESOL convention. Selected by the Professional Development Committee, these workshops are designed and led by experts in the field. The topics address the professional development needs that convention planners and past PCI participants have identified. The following PCIs scheduled for Tuesday, March 15, are designed specifically for K-12 ESOL educators.

Full day, 9 am–4 pm

PCI 1 - Teaching Pronunciation: Vowel quality and Suprasegmentals

Presenters: Shirley Thompson, Washington, District of Columbia, USA; Karen Taylor, Santa Fe, New Mexico, USA

PCI 2 - Preventing Bullying and Confronting Discrimination: Teaching a Culture of Respect

Presenters: Federico Salas-Isnardi, Texas A&M University, Houston, Texas, USA; Shelley Wong, George Mason University, Fairfax, Virginia, USA; Sonja Franeta, Laney College, Oakland, California, USA; Lara Ravitch, Truman College, Chicago, Illinois, USA; Carter Winkle, Barry University, Miami Shores, Florida, USA; Anne Marie Foerster Luu, Montgomery County Public Schools, Montgomery County, Maryland, USA

PCI 3 - Building Resiliency Strategies into RTI & RTII for English Language Learners

Presenter: Catherine Collier, CrossCultural Developmental Education Services, Ferndale, Washington, USA

PCI 5 - Building Reading Fluency

Presenters: Neil J. Anderson, Brigham Young University, Provo, Utah, USA; Jeffrey Zwick, Brigham Young University, Provo, Utah, USA

Half day, 1–5 pm

PCI 6 - Using Web 2.0 Tools to Enhance Collaboration Among Learners

Presenters: Catherine Green, American Institutes for Research, Sacramento, California, USA; Lilee Tunceren, St. Petersburg College, Clearwater, Florida, USA

PCI 7 - Culturally Responsive Coaching for Culturally Responsive Schools

Presenters: Rene Cooper, North Kansas City Schools, Kansas City, Missouri, USA; Judith B. O'Loughlin, Language Matters Education Consultants, LLC, San Ramon, California, USA; Amy Suzanne King, University of Missouri, Kansas City, Missouri, USA

PCI 8 - Mathematics for English Language Learners: Language and Content

Presenters: Anita L. Bright, Fairfax County Public Schools, Falls Church, Virginia, USA; Robert Donovan, Cobb County School District, Marietta, Georgia, USA

PCI 10 - Acquisition Is More Effective and Fun with Total Physical Response

Presenters: Elizabeth Kuizenga-Romijn, City College of San Francisco, San Francisco, California, USA; Contee Seely, Command Performance Language Institute, Berkley, California, USA

Half day, 5–9 pm

PCI 12 - ESL 101: Teaching Your Colleagues What They Need to Know

Presenters: Amy Suzanne King, University of Missouri, Kansas City, Missouri, USA; Judith B. O'Loughlin, Language Matters Education Consultants, LLC, San Ramon, California, USA

PCI 14 - Building and Assessing Language Learners' Visual Literacy Skills

Presenters: Gabriela Kleckova, University of West Bohemia, Plzen, Czech Republic, Tammy Jones, University of Memphis, Southaven, Mississippi, USA

TESOL 2011 K-12 Dream Day Registration Form

Register online at www.tesol.org/register/
Or mail or fax registration form to:
TESOL 2011 Registration Services
c/o Showcare Event Solutions
1200 G Street NW, Suite 800
Washington, DC, 20005-6705 USA

Tel. +1 866-999-3032 (United States and Canada)
Or +1 514-228-3074 (international)
Fax +1 866-614-5463 (United States and Canada)
Or +1 514-228-3151 (international)
E-mail TESOL@showcare.com

Registrant Information

TESOL Membership # _____

Expiration Date _____

Last (Family) Name _____

First (Given) Name _____

Middle Initial _____

Mailing Address is Home Office (please check one) _____

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Badge Information (please complete this section ONLY if this information is different from above)

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State/Province _____

Country _____

May TESOL provide your registration address to exhibitors and other interested educational organizations?

Yes No

Interpreter Services/Special Needs

Please contact Convention Services at conventions@tesol.org about ASL interpreter services or other special needs.

TESOL 2011 K-12 Dream Day Registration Form

A. Registration (check appropriate boxes below)

	Early	Advance	On-Site	Cost
<input type="checkbox"/> 1. K-12 Preconvention Workshop TESOL Member	\$165	\$180	\$200	___
<input type="checkbox"/> 2. K-12 Preconvention Workshop, Nonmember	\$225	\$250	\$275	___
<input type="checkbox"/> 3. K-12 Preconvention Workshop & Full Convention Registration, Member	\$435	\$475	\$540	___
<input type="checkbox"/> 4. K-12 Preconvention Workshop & Full Convention Registration, Nonmember	\$685	\$745	\$810	___
<input type="checkbox"/> 5. K-12 Preconvention Workshop & Full Convention Registration, Member Group	\$410	\$450	N/A	___
<input type="checkbox"/> 6. K-12 Preconvention Workshop & Full Convention Registration, Nonmember Group	\$650	\$700	N/A	___

Please indicate sessions below to reserve your seat.

	First Choice	Alternate
[80] 9 am-9:45 am	_____	_____
[81] 12:15 pm-1:15 pm	_____	_____
[82-86] 10 am-11:15 am	_____	_____
[87-91] 11:30 am-12:15 pm	_____	_____
[92-96] 1:30 pm-2:15 pm	_____	_____
[97-101] 2:30 pm-3:45 pm	_____	_____
[102-106] 4 pm-4:45 pm	_____	_____

B. Preconvention Institutes

Full Day

By February 1: TESOL Member \$175, nonmember \$205

After February 1: TESOL Member \$205, nonmember \$235

[1-5] Tuesday, 9 am-4 pm - First Choice _____ Alternate _____ Cost _____

Half Day

By February 1: TESOL Member \$125, nonmember \$155

After February 1: TESOL Member \$155, nonmember \$185

[6,7,8, 10] Tuesday, 1 pm-5 pm - First Choice _____ Alternate _____ Cost _____

[12,14] Tuesday, 5 pm-9 pm - First Choice _____ Alternate _____ Cost _____

Total _____