Welcome to 2011  
All Carolina TESOL members & friends!

One of the most important services Carolina TESOL offers each year is the Annual Conference. I am delighted to report that the 2010 conference in Hilton Head was a smashing success. Under the leadership of Connie Banks (Conference Chair) and Larry Savage (Conference Coordinator), more than 300 people serving the ESOL population were able to gather, learn, earn Continuing Education Units, and renew their energy. More than 60 people shared their knowledge with others by leading sessions targeting K-12 ESOL pullout instruction, mainstream classrooms, students preparing for college, and adult learners.

Participants came mostly from North and South Carolina, but we were also honored to welcome attendees and presenters from Georgia, Ohio, and even Turkey. Fabulous keynote speakers also came from California, New Mexico, and Florida. Heather Sellens encouraged us with wonderful ways to cook up excitement in our classrooms while reaching students where they are. Also in keeping with the recipe theme, Teri Medina guided us through a traditional favorite “Stone Soup,” simultaneously taking us back to our childhoods, reminding us of the story rug in our classrooms, and challenging us to make connections from this well loved story to our daily classroom. She also encouraged us to focus on generating excitement about learning in our interaction with mainstream teachers.

We were honored to have two sessions presented by author, poet, & educational motivator, Jimmy Santiago Baca, who inspired us with the story of his own journey to literacy (he taught himself to read and write while in prison), and how he learned that literacy can be a key to unlocking tolerance and acceptance. All three of our speakers reminded us that we teach because we love students and desire to make a difference. All who attended were moved, inspired, and encouraged.

It is customary, at the beginning of a new year, to share a little about our organization and goals for this year. Carolina TESOL is a non-profit organization whose purpose is to improve the quality of education for English language learners and to promote effective intercultural communication and understanding. We are affiliated with TESOL International and will be sending our newly elected Vice President, Roberto Gonzalez, to the International TESOL Conference in New Orleans to learn about the latest trends, to further explore what TESOL International is doing with regard to advocacy, and to promote Carolina TESOL with both the TESOL Affiliate’s Council and the Southeast Regional TESOL organization. This is particularly important this year as Carolina TESOL looks forward to hosting the Southeast TESOL conference in 2013.

We of Carolina TESOL recognize that ESOL specialists are critical to the success of our students of English as a Second Language, but also that these students spend a huge majority of their time with loving, caring, and dedicated teachers who have not specialized in ESOL. One of our focal goals is, therefore, to reach out to these non-ESOL specialist teachers with support and seamlessly implementable strategies for improving their classroom learning environments for all students. In this vein, we hope to expand our CARE mini-conference for all teachers from the Upstate of South Carolina to other areas within North and South Carolina. Our primary goal remains to assist and support those who interact with ESOL learners at all levels.

We hope to see you at our Fall 2011 Conference. We are still finalizing the details, but expect it to be in our Fall 2011 Conference. We are still finalizing the details, but expect it to be in western North Carolina this year. Watch for details coming soon!  

Dave Marlow  
Carolina TESOL President  2010-2011
Highlights from 25th Annual Fall Conference

“Recipes for Connecting Language, Culture, and Teaching”
Carolina TESOL 25th Annual Conference
Hilton Head Island, SC
November 12-14, 2010

Lots of Dancing

Voting for Candidates

International Speakers

Networking

Learning from each other

Writing Fun

Sharing Knowledge

Awesome Food

Renewing Energy

Fantastic Presentations

At a Glance Schedule

Opening Session, Education, Equity, and Creativity Luncheon and Welcome Reception
Friday, November 13, 2010
9:00 a.m. - 9:30 a.m. Registration and Exhibits
9:30 a.m. - 10:00 a.m. Voting for Candidates
10:00 a.m. - 12:00 p.m. Breakout Session
12:00 p.m. - 1:00 p.m. Lunch Grab and Go Exhibits and Networking
Fiesta Friday Voting will close at 1:00 p.m.

Midnight Snack

Dr. Chris C.

If RTI just another lap of educational treadmill? Yes, one element into the myth. No end for those students much more palatable and working.

As professionals, we have grade to grade, getting into the “get help” box for the entire class. However, by this time, RTI does away with this “cooking” with the correct and speed is not working.

Dr. Heather Sellens

“Recipes for Connecting Language, Culture, and Teaching”

It’s not so that students do not want to do the work to do. However, by this time, they have been in the system for years. It’s not so that students do not want to do the work to do.

Midnight Snack

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Dr. Cain presented at the Carolina Teachers of English to Speakers of Other Languages (TESOL) Conference. The topic of his presentation was Response to Intervention (RTI) and the connections to English Language Learners (ELL). The group uncovered a disconnect between RTI and ELL. This disconnect was not only found in the literature but also among the teachers, administrators, and state leaders who attended the conference. In response to this disconnect those in attendance decided to collaboratively draft suggestions for the North Carolina and South Carolina Departments of Public Instruction.

The following 10 suggestions were reached. There are five items of action:

1. Train ELL teachers to ensure better understanding of the RTI and Problem Solving Models in order to support their ELL students within this framework.
2. ESL teachers need to be on district and schoolwide RTI teams.
3. Suggest that ESL teachers serve as consultants/fidelity monitors within the RTI framework.
4. Provide on-going staff development in language acquisition and cultural awareness for all teachers.
5. Make educational leaders/administrators aware that ELL teachers teach the language of the content in support of the content.

Five items of consideration:

1. In order for ELL learners to make connections to the RTI framework there needs to be a stronger investment in Research-Based (assessments and interventions) training for ELL teachers and general content teachers of children who are ELL.
2. Currently there is not a model for RTI in relation to ELL.
3. The assessments and universal screeners need to have research based support.
4. Consider using the state language proficiency test.
5. Consider cultural and linguistic differences when making the curriculum.

CAROLINA TESOL
LIFETIME ACHIEVEMENT
Dr. Chuck Bagwell lives and breathes thinking about what he can do for the children of Arcadia Elementary, a multicultural school with a large Hispanic population. He works tirelessly to provide year round opportunities for students. He has developed a school wide educational program that encourages parental involvement. Adult members also have opportunities to improve their English skills through classes offered at the school.

CAROLINA TESOL SERVICE AWARD SOUTH CAROLINA
Posthumous Recognition
Suzannah Blackwell was a competent and caring teacher; sometimes in very tough environments. She was able to have a kind, caring and helpful spirit towards her students, whether they were older adult inmates struggling to obtain a high school diploma, or younger immigrant children thrust into a new language and culture. She had the capacity to inspire hope in people. Suzannah was a person who expressed love, kindness, and thoughtfulness.

CAROLINA TESOL SERVICE AWARD NORTH CAROLINA
Deb O’Neal was a past board member for Carolina TESOL is a well known advocate for the ESOL students and teachers throughout the United States. She has provided support and continues to conduct research for teachers in the field of language acquisition. She is recognized as a published author. She has presented at International and Southeastern TESOL.

Carolina TESOL is working to achieve specific goals based on the special needs of our two-state region by:

- Offering conferences to educators serving English Language Learners and their families.
- Working with state governments to bridge the cultural and language challenges.

Mission Statement

Carolina TESOL is a non-profit organization whose purpose is to improve the quality of education for English language learners and to promote effective intercultural communication and understanding.
Teaching Corner Ideas

**DREAM Act**

The Development, Relief, and Education for Alien Minors Act has been making the rounds since 2003. The reason the Act has been controversial for some is that it offers certain undocumented immigrants a path to citizenship. The purpose of the DREAM Act is to help those individuals who meet certain requirements have an opportunity to enlist in the military or go to college and have a path to citizenship which they otherwise would not have without this legislation. Supporters of the DREAM Act believe it is vital not only to the people who would benefit from it, but also to the United States as a whole. It would give an opportunity to undocumented immigrant students who have been living in the U.S. since they were young, a chance to contribute back to the country that has given so much to them and a chance to utilize their hard earned education and talents. Critics have called it a “backdoor grant for amnesty.” The act did pass in the House again, but failed in the Senate. President Obama has committed to bringing it up again in the 112th Congress. Look online for new developments.

**Studying the Earth, Moon, and Sun?**

Try this: You will need a flashlight and a globe. Ask one ELL to point to where he or she was born, and ask another ELL to point to America. Students keep pointing while you shine the flashlight on one of those areas. Now, ask a higher-order thinking question such as, “If it is day in ______, then what time is it in ______?” Keep asking discussion questions based on Bloom’s Taxonomy to probe students deeper. This hands-on lesson was used successfully within a 3rd grade SIOP class in Chapel Hill, NC. Susan Azzu, Frank Porter Graham Elementary School

Next issue, email dholland@richland2.org and get your awesome teaching idea submitted!
**Booking Agent or CEO?**  
Debra O’Neal, MS Ed. East Carolina University

Have you ever thought about the kind of principal who has the ability to make your school a success? What qualities does this principal possess? What leadership style does this principal implement? Is your principal a “booking agent” or a “CEO”? A “booking agent” is the type of principal I have often seen as I have been invited to deliver professional development across North Carolina. The “booking agent” books the act, arranges the room, plans for the snacks and CEUs and gives the welcome address and leaves. From this principal’s perspective, it was a job well done because the room was right, the speaker was engaging and the content relevant. But not only has research shown that follow up is the essential piece of good professional development, but my work has shown that the engaged principal is the biggest contributing factor to a successful professional development endeavor. The engaged principal is a Chief Educational Officer or CEO.

Dr. Marjorie Ringler and I have delivered SIOP based professional development for the past five years. As it became clear to us that the schools in which we had CEOs as principals were experiencing successful follow up and implementation, we become motivated to test our theory. We applied for and were awarded a Title II-A, "Improving Teacher Quality State Grant" which aims to increase the academic achievement of all students by helping schools and school districts improve teacher and principal quality and ensure that all teachers are highly qualified" (NC Quest ). In order to improve teacher quality and transform our principals to CEOs, we created Project CEO.

So far, this grant has been the most rewarding work we have done to date. Our principals are engaged, are learning the same material as the teachers, are attending and leading meetings and most importantly are talking the talk! They are communicating with the teachers using the language of the SIOP and realizing the importance of language for all content areas. We are walking in science and math classes and seeing graphic organizers for language work, we are hearing teachers stop and compare academic versus social language of words. We are seeing teachers discuss the various ways the same question may be asked on a standardized test. The teachers “get it”, they get the role of language for academic success. The principals “get it”, they are using the allocated grant funds to supply the teachers with the materials, the time and the support they need to successfully implement the strategies we have taught.

I believe that as the concept of “CEO” principals becomes more widespread, professional development dollars will be spent more effectively. The engaged principal will be present at the professional development activity, will be part of the follow up and will see to it that the learning does not stop the day the CEUs are earned.

**SURVEY-RESEARCH**

Undergraduate students at the University of Wisconsin Eau Claire are undertaking research in language education to collect data that can be shared with other language educators around the world. Their purpose is to increase awareness of current educator trends which will hopefully have a positive influence on the advancing field of language education.

The weblink is as follows: [https://uweauclaire.qualtrics.com/SE/?SID=SV_2ITPPW2ZBPuUzyU](https://uweauclaire.qualtrics.com/SE/?SID=SV_2ITPPW2ZBPuUzyU)

Please contact Mikayla Schroeder with any questions [schroemr@uwec.edu](mailto:schroemr@uwec.edu)

As Albert Einstein wisely noted, "No problem can be solved from the same level of consciousness that created it."
Executive Language Training provides English and foreign language training to companies and their employees. If you are interested in this opportunity please contact Janet Nester in Lake Bluff, Illinois.
Tel: 847.457.1178
Fax: 847.637.0416
Or visit our website at www.eltlearn.com

Job Search Opportunities

INTERNATIONAL CLUB
CREATING COMMUNITY
BY NATHAN O’NEILL

Have you considered starting an International Club? It’s a great way to build community and cultural understanding at school!

Back in 2007, a Moroccan student, Mimoun, approached me about starting an International Club at our school (Ridge View High in Columbia, SC). I sensed his commitment to the idea, so we decided to jump in and see who else was interested. Over the next couple of weeks, we found a lot of positive interest among both ELL and native English speakers.

At our very first meeting, we had around fifteen students attend and Mimoun shared a presentation about his home country. He showed lots of great pictures of exotic locales in Morocco and also some of his home and family. His grammar and spelling on the slides were far from perfect, but the presentation was a hit. As a group, we brainstormed ideas of how to expand the club and create a feel of international community at school. We voted in officers for the year to share responsibilities and give students a sense of ownership.

Since then, our club has continued to thrive and has become a great place for students from other countries, cultures, backgrounds and languages to get together and share their experiences. Students from my ELL classes have been the heart of the club, but many native English students have become a part of our activities, too. Here are community-building activities we have hosted:

International Movie Nights: Each semester, we reserved the auditorium to present student-friendly international movies on the big screen. We offered buttered popcorn and soft drinks. It broadened students’ film knowledge and got new students involved in the hands-on duties of the event—no English proficiency required!

School-wide Culture Presentations: In conjunction with Student Council, we hosted an international week where several ELL students shared their culture presentations with classes in the media center. Students showed lots of great pictures and shared personal stories, and some even brought music, video clips and cultural artifacts to share. These were great opportunities for ELL students to gain confidence speaking publicly, and it gave English-speaking students a chance to broaden their perspectives.

International Food Celebrations: What international gathering would be complete without a big party? Students and their families made and brought in dishes from around the world. Cuscus with chicken, chile rellino, fried rice, quesadillas and tres leches cake were among the dishes. It was a truly wonderful feast! Students and teachers alike were all impressed by the spread. World music and laughter filled the air.

So, take the big leap and find students at your school interested in an International Club! I promise that you will be enriched by the process. Keep me posted on your great ideas:

noneill@richland2.org

Below is a presentation by a visiting Ugandan teacher
From Left to Right: Tom Destino, Deborah Holland, Linda Ferguson, Connie Banks, Dave Marlow, Erin Sebelius, Roberto Gonzalez, Larry Savage, Brad Teague, Crystal Fields (not pictured, Deb O’Neal, Gail Rogers)

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