



MARYLAND
TESOL

38TH ANNUAL FALL CONFERENCE

Ways to Advocate for ELLs through Education and Our Community



Roger C. Rosenthal, Esq.
Keynote Speaker



Dr. Christa De Kleine
Invited Speaker



Dr. Deborah J. Short
Invited Speaker



Efrain Soto Santiago
Invited Speaker

Saturday, November 10, 2018 | 8:00 AM - 3:30 PM

Notre Dame of Maryland University
4701 N. Charles Street, Baltimore, MD 21210

www.mdtesol.org | Registration and more information

#mdtesol2018 #mdtesol2018 #mdtesol2018 #mdtesol2018 #mdtesol2018

38TH ANNUAL FALL CONFERENCE

2018 SCHEDULE OVERVIEW

8:00-8:40	Registration & Breakfast
8:45-9:30	Opening Ceremony & Award Presentation
9:30-10:30	Keynote Speaker
10:30-10:45	Visit Vendors/Exhibitors
11:00-11:45	Session I
12:00-1:00	Lunch Visit Vendors/Exhibitors Q&A with Roger Rosenthal
1:15-2:00	Session II
2:15-3:00	Session III
3:00-3:10	Visit Vendors/Exhibitors
3:15-3:30	Return to Knott Science Center for Raffle

- **Free Wi-Fi Access:** NDM_guest net
- Scan the QR code to receive your attendance certificate: visit www.bit.ly/MDTESOL2018



Use the hashtag **#mdtesol2018** to tweet while you're at the conference today

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2018 FALL CONFERENCE SCHEDULE

“Ways to Advocate for ELLs through Education and Our Community”

Saturday, November 10, 2018, Notre Dame of Maryland University

8:00 a.m. – 3:30 p.m.

8:00 – 8:45 **Registration – LeClerc Hall**
Breakfast – LeClerc Hall

8:45 – 9:00 **Assemble for Opening Ceremony, Award Presentation & Plenary – Auditorium**

9:00 – 9:30 **Opening Ceremony & Award Presentation – Auditorium**

Welcome – Ashley Jenoff, 1st Vice President & Conference Chair, MDTESOL

Opening Address – Luis J. Pentón Herrera, President, MDTESOL

Lifetime Achievement Award Recipient – Debra Suarez

Announcements

9:30 – 10:30 **Plenary – Auditorium**

Roger C. Rosenthal, Esq., Keynote Speaker

10:30 – 10:45 **Vendors /Exhibitors Time – Knott Science Center**

11:00 – 11:45 **Concurrent Session I – Knott Science Center / Bunting Hall**

12:00 – 1:00 **Lunch – Pick up in LeClerc Hall**

IS Lunch Rooms – Knott Science Center

Vendors /Exhibitors Time – Knott Science Center

Q&A with Plenary Speaker, Roger C . Rosenthal – Auditorium

1:15 – 2:00 **Concurrent Session II – Knott Science Center / Bunting Hall**

2:15 – 3:00 **Concurrent Session III – Knott Science Center / Bunting Hall**

3:00 – 3:10 **Vendors /Exhibitors Time – Knott Science Center**

3:15 – 3:30 **Raffle & Closing Remarks – Knott Science Center**

- **Free Wi-Fi Access:** NDM_guest net
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Notre Dame of Maryland University (Map)

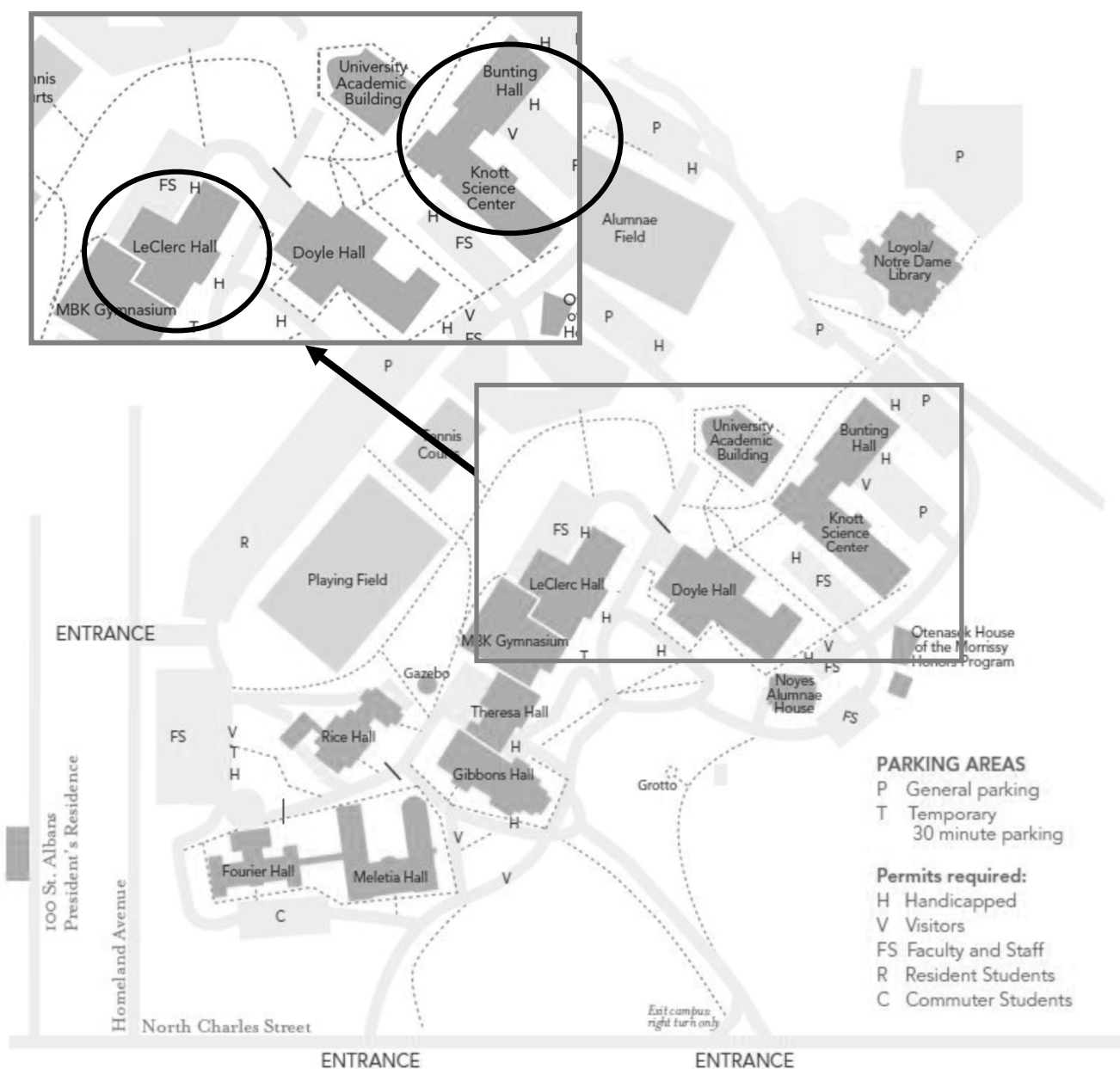
4701 North Charles St, Baltimore, Maryland 21210

LeClerc Hall & Auditorium

- Registration/Breakfast
- Opening Ceremony & Award Presentation
- Lunch (pick up area)
- Q&A with Keynote Speaker, Roger C. Rosenthal, Esq.
- Vendors/Exhibitors

Knott Science Center / Bunting Hall

- Presentation Rooms for Concurrent Sessions
- Majority of Vendors/Exhibitors
- Interest Section Lunch Rooms
- Raffle (at end of the day)



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KEYNOTE SPEAKER

Roger C. Rosenthal, Esq.

Name: Roger C. Rosenthal, Esq.

Bio: Attorney Roger C. Rosenthal is the Executive Director of the Migrant Legal Action Program (MLAP), a national non-profit support and advocacy center located in Washington, D.C. Mr. Rosenthal is widely recognized as one of the foremost national experts on the rights of English Language Learners, immigrant students, and migrant farmworker students in the public schools. He undertakes advocacy on Capitol Hill and before federal administrative agencies on behalf of these student populations and their families. He has served a two year term as Co-Chair of the National Hispanic Education Coalition. He is also a frequent and popular trainer on these topics at national, regional, state, and local events.



Keynote Address

Title: The Rights of Immigrant and EL Students in the Maryland Public Schools

Summary: Immigrant children and English Learners often face barriers in gaining entry to public schools and participating in school activities. This session will discuss what Maryland public schools can and cannot require of immigrant children and ELs. Topics to be discussed include Social Security numbers, immigration documents, birth certificates, and immunization records; and access to school lunch and breakfast programs. The session will also cover the rights of English Learners and their parents in the public schools. Practical examples will be provided. Additional topics to be covered very briefly include Special Education and English Learners and Access to Post-Secondary Education for immigrant students.

Access information shared by Mr. Rosenthal at www.bit.ly/mdtesol-rosenthal



Q&A Session during Lunch in Auditorium, LeClerc Hall

SPOTLIGHT SESSION

Invited Speaker: Christa de Kleine, Ph.D.

Name: Christa de Kleine, Ph.D.

Bio: Dr. Christa de Kleine is Professor of Education/TESOL at Notre Dame of Maryland University in Baltimore, USA, where she teaches linguistics courses at the MA and PhD levels, and coordinates the MA in TESOL program. Dr. de Kleine's research has primarily focused on writing skills development among ESL students, in particular those that are 'Generation 1.5' and those who are speakers of English-lexifier creole languages from West Africa and the Caribbean. Her most recent research project investigates the knowledge and beliefs regarding second language acquisition among EFL instructors at various universities in Panama.



Presentation

Title: Generation 1.5 students at the college level: The role of age of arrival

Abstract: Generation 1.5 students at the college level: The role of age of arrival Generation 1.5 students, sometimes also called 'long-term resident ESL students', form a unique and challenging group at the college level. Based on a large data set collected at two local community colleges, I will discuss the most prominent grammatical error patterns found Generation 1.5 student writings, showing how these compare to the patterns of 'regular' ESL students and monolingual English-speaking students. I will then explain how our data suggest that the age of arrival in the US is an important factor to consider when deciding on the best placement and instruction for Generation 1.5 students.

Concurrent Session I in Bunting Hall, Room 220

SPOTLIGHT SESSION

Invited Speaker: Efraín Soto Santiago, Sr.



Name: Efraín Soto Santiago, Sr.

Bio: Efraín Soto Santiago is a retired educational professional who served as an ESL teacher and materials writer at the secondary level for the Puerto Rico Department of Education (PRDE) for over a decade. Given his military service as a reservist, he became the Commander/Director of the Puerto Rico National Guard (PRNG) English Language Center, an intensive English immersion program for non-English speaking recruits joining the National Guard, and ultimately Commander/Director of the PRNG's Military Academy, also known as the Regional Training Institute. During his tenure as such, he became the Federal Program Manager of the PRNG's Youth Programs

which included the successful STARBASE, Challenge, and CREANDO youth programs. His combined active and reserve military service for over 40 years in the US Armed Forces comprises the US Marine Corps and the US Army National Guard before retiring at the rank of Colonel. He is an active member of the TESOL International and Puerto Rico TESOL professional associations in which he has occupied a variety of leadership positions at both the Chapter and Executive levels. He currently serves as the PRTESOL Southern Chapter Immediate Past President (2018) and Vice-President of the 2018 PRTESOL Board of Directors. Next year, he assumes the duties and responsibilities as the 2019 PRTESOL President; year in which the organization celebrates its 50th anniversary.

Presentation

Title: The Challenges and Opportunities of Puerto Rico TESOL @ 50 in Creating a Vision of Exemplary Teaching for the Future Global Citizen

Abstract: Puerto Rico TESOL celebrates its 50th anniversary in 2019 – a true cause for celebration! As the organization commemorates this superlative achievement, it aims not only to honor the past and celebrate the present, but also to embrace the future reflecting forward at it remains responsive, resilient and relevant for its members and citizens for the years to come. In this session, participants will be exposed to the unique sociolinguistic challenges and opportunities PRTESOL faces in creating and attaining a vision of exemplary teaching for the Island's future global citizen.

Concurrent Session II in Bunting Hall, Room 220

SPOTLIGHT SESSION

Invited Speaker: Deborah J. Short, Ph.D.

Name: Deborah J. Short, Ph.D.

Bio: Deborah J. Short, Ph.D., directs Academic Language Research & Training, LLC and provides professional development on academic literacy, content-based ESL, and sheltered instruction worldwide. As a former Division Director at the Center for Applied Linguistics, she co-developed the SIOP Model for sheltered instruction. She has directed research and program evaluations for the Carnegie Corporation of New York, the Rockefeller Foundation, the U.S. Department of Education, and the U.S. Department of Justice. Publications include SIOP Model books, ESL textbooks for National Geographic/Cengage, and professional journal articles. She taught ESL/EFL in New York, California, Virginia, and DR Congo. She recently led the 6 Principles writing team and served on TESOL's Board of Directors.



Presentation

Title: Implementing *The 6 Principles in Your Classroom and School*

Abstract: This session offers an overview of The 6 Principles for Exemplary Teaching of English Learners: K-12, TESOL's new initiative, and its application to classrooms, programs, and schools. It explores effective instructional and assessment practices, explains optimal conditions for second language learning, and discusses ways to create a culture of shared responsibility at your school and advocate for your learners.

Concurrent Session III in Bunting Hall, Room 220

LIFETIME ACHIEVEMENT AWARD

Debra Suarez, Ph.D.



With an unwavering belief in the power of education to change the world, Debra Suarez has dedicated her professional life to improving the educational experiences of ESOL/EFL students and teachers, in Maryland, throughout the US and abroad.

Debra began her career in the 1980's as an ESOL classroom teacher for adults and youth. After receiving her doctorate in Second Language Education, she served as graduate faculty in MA-TESOL and Ph.D. programs at the University of Maryland College Park, University of Alabama, and the College of Notre Dame. She received the Lilly Fellowship in Teaching Excellence, and the nomination for the Best Graduate Professor at the University of Maryland.

Over the years, Debra served as an English Language Learning Specialist for the US Department of State, lecturing, designing and evaluating language programs, and providing teacher training seminars.

Debra has also served the lives of our nation's ESOL learners, teachers, and immigrants through her work as national adviser. As ELL Education Program Specialist at the US Department of Education and as the Special Designee for the Office of English Language Acquisition (OELA), Dr. Suarez conceptualized and directed education training projects of national significance. Debra recently joined the White House Initiative on Asian Americans and Pacific Islanders as Senior Advisor. In this role, she bridges diverse communities with the nation's highest leaders.

In addition to national and international work, Debra has always focused on service to her home state of Maryland. Dr. Suarez was awarded Maryland's 'Excellence Spirit Award' for Outstanding Efforts on Behalf of Maryland's Minority Students, awarded by the Maryland State Superintendent of Education.

Throughout her career, Debra has prioritized service to professional organizations. She served in leadership roles for Maryland TESOL, TESOL International, Inc. and the Second Language Research SIG for the American Educational Research Association (AERA). Debra was recently nominated to serve on the Board of Directors for TESOL International, Inc.

Throughout all of her roles throughout her career, Debra's belief in the power of education to change the world has been validated, again and again. Teaching is powerful. Teachers change the world.

A WORD FROM THE 2018 FALL CONFERENCE CHAIR:

Ashley Jenoff

Dear MDTESOL Colleagues,

It is my pleasure to welcome you all to the Maryland TESOL 38th Annual Fall Conference on the beautiful campus of Notre Dame of Maryland University! I want to thank you all for coming here on this crisp fall November day. As a TESOL affiliate, MDTESOL's purpose is to provide information to help strengthen instruction and research, provide leadership, and promote scholarship to teachers of ELLs.

I chose the topic of advocacy as this year's theme because it is increasingly prevalent in today's society with our English Language Learners. As ESOL educators, we not only teach, we also make connections with our students. We help get them access to medical care, connect them with food pantries, and make sure they are safe in our communities. Our political climate has changed and it is now more important than ever to help our students find a voice to lead a change that is much needed. I am not only a teacher, but I am also an advocate for my students.

I would like to thank our keynote speaker, Attorney Roger Rosenthal through for his continued dedication to advocating for ELLs through his speeches and his work at the Migrant Legal Action Program. Also, a big thanks to our board-invited guest speakers, Dr. Christa de Kleine of Notre Dame of Maryland University, Dr. Deborah J. Short of TESOL International, and Efraín Soto Santiago, Sr. of Puerto Rico TESOL. Without these spectacular speakers, we would not have this successful conference.

The goal of our conference is for you to find break-out sessions that are just right for you. We hope that you will learn and take techniques back to your classroom and connect with others in your field.

Today's conference would not be possible without the calm and supportive leadership of Luis Javier Pentón Herrera, Maryland TESOL's President. He demonstrates the qualities of a true leader. Sherry Lyons, Maryland TESOL's Past President provided words of wisdom and years of knowledge while helping to plan the conference. Katie Miller offered her organization, ideas, and endless energy. Lastly, our conference would not take place if it were not for our outstanding treasurer, Rosie Verratti. Thank you to all of our board members who put in endless time and effort. I greatly appreciate all of your hard work.

I hope you enjoy your day and make connections within the Maryland TESOL community!

Sincerely,



Ashley Jenoff
Maryland TESOL First Vice President and 2018 Fall Conference Chair



A WORD FROM THE MARYLAND TESOL PRESIDENT:

Luis Javier Pentón Herrera



On behalf of the 2018-19 Maryland TESOL Board, I would like to welcome everyone to our 38th Annual Fall Conference. This year, our conference theme is *Ways to advocate for ELLs through education and our community*, and our keynote speaker is Attorney Roger C. Rosenthal. In addition to the keynote speech, we are fortunate to have this year three invited speakers, Dr. Deborah J. Short, Dr. Christa de Kleine, and Mr. Efraín Soto Santiago, who are leaders in the TESOL field and in their TESOL communities. Furthermore, we have a richness of over 30 concurrent presentations from which attendees can choose.

The Maryland TESOL Annual Fall Conference is our capstone event, providing a dynamic platform for English for speakers of other languages (ESOL) professionals from throughout the state of Maryland

and neighboring states. People from various teaching and learning backgrounds come together to discuss the challenges and opportunities facing our students, teachers and schools, from exploration of best practices to research based innovations in the field to advocating for the improvement of resources and conditions of English learners (ELs) and ESOL professionals. Publishers and other educational vendors exhibit the latest textbooks and educational resources to help ESOL professionals better meet the needs of ELs. Attendees can also network with those of similar interests as well as with those from divergent backgrounds. All-in-all, the conference allows attendees to get, in a single day, extensive professional development that may be the highlight of the year.

With our mission to improve and advance the teaching of ESOL in mind, and with an endless passion to continue advocating for our ELs, we are prepared to advance our reach and services throughout our state. In particular, we are planning to celebrate the first ever mini-conference in the Spring of 2019 to serve ESOL educators in the Western area of Maryland. Thank you, Katie Miller, Elizabeth Phillipson, and Kathy Green, for leading this initiative.

Lastly, I would like to express my gratitude to Notre Dame of Maryland University for welcoming us to their beautiful campus, our wonderful Conference Chair and 1st Vice President, Ashley Jenoff, for organizing the conference, the Board, non-board volunteers, and Conference Assistants for their dedication and teamwork in preparing for the conference, and our conference presenters for sharing their knowledge and time.

Have a wonderful, rewarding conference and stay connected with MDTESOL throughout the year. Together, we can make a positive impact in the TESOL field and in the lives of our EL in Maryland.

Sincerely,

Luis Javier Pentón Herrera

Luis Javier Pentón Herrera
President, Maryland TESOL 2018-2019

CONCURRENT SCHEDULE AT A GLANCE

(By Lead Presenter only – See Full Descriptions for co-Presenters, Abstracts & Interest Sections)

Session I	Lunch	Session II	Session III
11:00 – 11:45 AM	12:00 – 1:00	1:15 – 2:00 PM	2:15 – 3:00 PM
SPOTLIGHT SESSION Board-Invited Speaker! <i>The Challenges and Opportunities of PRTESOL @ 50 in Creating a Vision of Exemplary Teaching for the Future Global Citizen</i> <i>Soto Santiago, E.</i> Room: Bunting 220	Q&A SESSION with Keynote Speaker! <i>Rosenthal, R.</i> Auditorium, LeClerc Hall	SPOTLIGHT SESSION Board-Invited Speaker! <i>Generation 1.5 Students at the College Level: The role of Age of Arrival</i> <i>de Kleine, C.</i> Room: Bunting 220	SPOTLIGHT SESSION Board-Invited Speaker! <i>Implementing The 6 Principles in Your Classroom and School</i> <i>Short, D.</i> Room: Bunting 220
Supporting Displaced Syrian TESOL Students <i>Allman, K.</i> Room: Knott 131	Advocacy IS Lunch Room Room: Knott 133	Active Learning Online: Interactions and Feedback <i>Barnhardt, S.</i> Room: Knott 105	Fine-Tuning Complaints with the Subjunctive <i>Babich, W.</i> Room: Knott 133
Does JROTC Serve Our ELLs? <i>Hoenig, M.</i> Room: Knott 133	Adult Education IS Lunch Room Room: Knott 110	The Grammar You Need for Academic Writing <i>Berman, M.</i> Exhibitor Session! Room: Knott 203	Using Language Journals in the Classroom to Promote Self-Directed Learning <i>Draganescu, M.</i> Room: Knott 110
Retention: Understanding the Characteristics & Needs of ELLs <i>Irwin, L.</i> Room: Knott 318	Elementary IS Lunch Room Room: Knott 108	Co-teaching: Meeting the Needs of ALL learners <i>Bruton, L.</i> Room: Knott 311	Beyond CCU: Preparing Tomorrow's Intercultural Educators <i>Kidwell, T.</i> Room: Knott 317

CONCURRENT SCHEDULE AT A GLANCE

(By Lead Presenter only – See Full Descriptions for co-Presenters, Abstracts & Interest Sections)

Session I	Lunch	Session II	Session III
11:00 – 11:45 AM	12:00 – 1:00	1:15 – 2:00 PM	2:15 – 3:00 PM
<i>Implementing Collaborative Writing with English Learners</i> Jones, L. Room: Knott 108	<i>Graduate Student IS Lunch Room</i> Room: Knott 317	<i>Using 7 Cognitive Science Principles to Maximize Learning</i> Edouard, T. Room: Knott 110	<i>Evidence-Based Online Instruction: What is Working?</i> Martinez-Alba, G. Room: Knott 105
<i>Education for All: Barriers and Solutions for Immigrant Youth</i> Leon-Lierman, T. <i>Exhibitor Session!</i> Room: Knott 311	<i>Higher Education IS Lunch Room</i> Room: Knott 318	<i>Do they see what we see? Increasing ELP visibility within the Campus Community</i> Harmon, M. Room: Knott 318	<i>Get “Anchored in Learning” Anchor Charts for ESOL</i> Schafer, M. Room: Knott 135
<i>Creating your Own Online Textbooks with Sway</i> McClelland, Sean Room: Knott 135	<i>Program Administration IS Lunch Room</i> Room: Knott 203	<i>Advocating for Female Graduate Students from the Arab Gulf</i> Mayne, D. Room: Knott 131	<i>Extreme Differentiation for Writing and Grammar</i> Scott, D. Room: Knott 318
<i>INSPIREd ELPS/CCRS Training for Volunteer Adult ESL Teachers</i> Muñoz, X. Room: Knott 110	<i>Secondary Education IS Lunch Room</i> Room: Knott 105	<i>Elementary Differentiated Morning Arrival Routine</i> Myers, J. Room: Knott 317	<i>Student-Talk: The Value for Your Students and their Learning</i> Shea, L. Room: Knott 108
<i>Teach Smarter, Not Harder: Classroom Tips and Techniques</i> Palmieri, L Room: Knott 317	<i>Teacher Education & Professional Development IS Lunch Room</i> Room: Knott 135	<i>Undocumented: A Brief History of Immigration Law</i> Silver, P. Room: Knott 133	<i>Supporting ELs in the Co-teaching Guided Reading Block</i> Turner, L. Room: Knott 203
<i>L4: Learning our Language Learners thru Literature</i> Sanchez, L. Room: Knott 105		<i>Improving Literacy Strategies for ELLs</i> Wikoff, S. Room: Knott 108	<i>Impact of Parental Involvement on Academic Achievement</i> Vogt, S. Room: Knott 311
<i>Got Grammar? A TESOL Perspective</i> Selba, J. Room: Knott 203		<i>College & Career Readiness with the BurlingtonEnglish Blend!</i> Winstead, C. <i>Exhibitor Session!</i> Room: Knott 135	

CONCURRENT SESSION DESCRIPTIONS: SESSION I: 11:00 – 11:45 AM**Supporting Displaced Syrian TESOL Students****Allman, Kate****Format: Presentation (Room Knott 131)****Interest Sections: Secondary Ed, Teacher Ed**

This presentation will use data from a 6-month mixed-methods research study to discuss the resources that displaced Syrian students in middle school and high school draw upon to be successful in schools. The presentation will highlight linguistic, social, and cultural factors that inform displaced Syrian's English-language learning and share resources that can help teachers and districts supporting displaced Syrian students.

Dr. Allman is a faculty member in Towson University's Secondary and Middle Grades Education department, where she researches the experiences of Arabic-speaking immigrant students in the U.S.

Does JROTC serve our ELLs? Should we encourage or ban it?**Hoenig, Myles****Format: Presentation (Room Knott 133)****Interest Sections: Advocacy, Secondary Ed**

JROTC is hailed as a program for our public schools that instills leadership skills and a positive direction for disenchanted youth. It is also designed as a recruiting method for the US military. This workshop will argue that JROTC should be banned from public schools, especially in poverty schools, as we are recruiting our ELLs in particular to engage or encourage war against their brothers and sisters back home. The presenter welcomes a robust debate on the matter.

Myles Hoenig is a past president of MD TESOL and has served in many roles with the TESOL Intl Assoc. He is a regular contributor of commentary to online journals for peace and social justice issues.

Retention: Understanding the Characteristics and Needs of ELLs**Irwin, Laura****Format: Practice-oriented (Room Knott 318)****Interest Sections: Teacher Ed, Adult Ed**

Walk into any ESOL class and you will be amazed at the diverse composition of its participants. There are specific characteristics that form the core of the Learners who persevere and those who leave. This interactive workshop will encourage participants to actively engage in conversation regarding the specific characteristics of ELLs and identify their learning needs in order to achieve course and program completion. We will discuss the needs of ELLs, share ideas on retention strategies, and develop an individualized model for success. Participants will understand their role as educators in addressing the needs of ELLs and will develop a working plan for the retention.

Laura Irwin is the current ESOL Program Supervisor for Catholic Charities in Gaithersburg, MD. With over 20 years of increasing responsibility in educational administration.

Implementing Collaborative Writing with English Learners**Jones, Loren****Format: Presentation (Room Knott 108)****Interest Sections: Elem Ed**

Writing has long been recognized as a complex, recursive process that places numerous demands on learners. As such, it is one of the most difficult academic tasks that English learners (ELs) will encounter in their schooling. Teachers often find it challenging to support ELs in their writing development, but research has pointed to collaborative writing as a promising practice for writing instruction. In this presentation, I will highlight a design-based research study which captured multiple iterations of collaborative writing activities in a diverse first-grade classroom. I will focus specifically on the third iteration which challenged ELs to produce descriptive reports. I will conclude with practical strategies for implementing collaborative writing activities in diverse settings.

Dr. Loren Jones is an Assistant Clinical Professor in the College of Education at the University of Maryland. Her research focuses on literacy and language instruction to support diverse learners.

All session presentations listed alphabetically by author surname

CONCURRENT SESSION DESCRIPTIONS: SESSION I: 11:00 – 11:45 AM**Education for All: Barriers and Solutions for Immigrant Youth****Leon-Lierman, Trent and Cruz, Jessica****Format: Presentation (Room Knott 311)****Interest Sections: Secondary Ed, Higher Ed, Advocacy**

Immigrant youth face numerous barriers when continuing onward to higher education. They must overcome cultural and language barriers, familial pressures to enter the workforce, and discriminate structural barriers within our higher education system. Immigrant youth, particularly undocumented immigrant youth, experience a higher drop-out rate than other populations because higher education appears out of reach. This presentation will discuss ways to breakdown structural barriers. The Maryland Dream Act and Deferred Action for Childhood Arrival are two examples that give immigrant youth hope. Also, states and cities, like Baltimore City, are beginning to do even more to address the problem. We will discuss the opportunities that exist now and the opportunities that we can continue to advocate for to make higher education truly accessible for all.

Trent Leon-Lierman is Regional Organizer for CASA in Prince George's County. He worked for the successful passage of the Maryland Dream Act in 2012. Jessica Cruz is a student of social work at University of Maryland, Baltimore. She works one-on-one to eliminate barriers for immigrant youth seeking an education past high school.

Creating your Own Online Textbooks with Sway**McClelland, Sean****Format: Workshop (Room Knott 135)****Interest Sections: Teacher Ed**

Although textbooks are widely used by English language programs, they are rarely ideal and lack what teachers deem critical for instruction. These texts include materials that are hardly used and often cover marginally interesting topics (Derwing, Diepenbroek, & Foote, 2011). Instead of developing supplemental materials, Microsoft's Sway software can help you create your own dynamic digital textbooks. Use Sway's simple-to-use tools with your own course materials to design a shareable, customized textbook. Create a tailor-made learning experience that can change with your class. Bring your laptop and start making your textbook come alive.

Sean McClelland is an ESOL instructor at Community College of Baltimore County.

INSPIRED ELPS/CCRS Training for Volunteer Adult ESL Teachers**Muñoz, Xavier****Format: Presentation (Room Knott 110)****Interest Sections: Adult Ed, Program Admin, Teacher Ed**

Adult education standards, CCRS and the English Language Proficiency Standards (ELPS), can overwhelm teachers, especially volunteers. Yet it is volunteers who tend to teach the lowest level adult learners (Sandlin & St. Clair, 2005) – learners who are the least likely to be taught necessary transition skills (Parrish & Johnson, 2010). After a brief overview of INSPIRE, Richardson and Diaz Maggioli's (2018) framework for professional development, we will learn about one volunteer program's in-service model that is Impactful, Needs-based, Sustained, Peer-collaborative, In-practice, Reflective, and Evaluated and helps teachers of adult immigrants/refugees to unpack the standards, analyze textbook assignments, and collaboratively plan.

Xavier Muñoz trains and supports adult ESOL instructors in Northern Virginia. He is an MATESOL candidate at SIT Graduate Institute.

Teach Smarter, Not Harder: Classroom Tips and Techniques**Palmieri, Lori****Format: Presentation: (Room Knott 317)****Interest Section: Elem Ed**

Participants will learn how to dramatically increase the amount of time they spend on instruction and decrease the amount of time they spend giving multiple warnings and repeated requests for misbehavior. One of the greatest misconceptions in education is that students come to school knowing how to behave. Learn how investing extra time in your students at the beginning of the year will increase the amount of time you have for instruction throughout the year. The "Time to Teach" approach will reduce the stress level of you and your students, create a working relationship that is built on respect, and exponentially increase the amount of time you spend on task. It really is true that "Your students don't care how much you know until they know how much you care."

Lori Palmieri, M.S., Speech/Language Pathology, Towson University, 1990. Teacher of Spanish/Italian at the middle/high school level, Speech/language pathologist in public/private elementary schools.

CONCURRENT SESSION DESCRIPTIONS: SESSION I: 11:00 – 11:45 AM

L4: Learning Our Language Learners through Literature

Sanchez, Lisa

Format: Presentation (Room Knott 105)

Interest Sections: Advocacy, Teacher Ed

Books bring an awareness to our learners and have an important impact on their education. Online book studies can help shed light on the traumas, trials and tribulations that our students face. Through a facilitated conversation, we will discuss how to lead an online book study as well as summarize books that help students acclimate to classrooms in the United States. Some of the titles to be discussed are Becoming Dr. Q, The Distance Between Us, Of Beetles and Angels, Catching Ricebirds, Enrique's Journey, I am Malala, and Spare Parts.

Lisa Sanchez teaches ESOL for AACPS while holding a Masters in TESOL, Masters in Admin, is NBCT certified. She developed and facilitates the online book studies.

Got Grammar? A TESOL Perspective

Selba, Jessica and Sieloff, Christine

Format: Workshop (Room Knott 203)

Interest Sections: Secondary Ed, Elem Ed

During this workshop we will explore a short history of grammar instruction, differing viewpoints for teaching grammar and considerations in grammar instruction. Participants will be guided to create a resource to combat common ESOL grammar mistakes. Elementary and high school perspectives will be shared.

Jessica D Selba has 18 years of experience in education: Early Childhood, Elem K-6, Grade 12 English, Special Ed and TESOL. Kristine Sieloff has 25 years of experience in education: Language Arts and TESOL.

SPOTLIGHT SESSION!

The Challenges and Opportunities of Puerto Rico TESOL @ 50 in Creating a Vision of Exemplary Teaching for the Future Global Citizen

Soto Santiago, Efraín

Format: Workshop (Room Bunting 220)

Interest Sections: Secondary Ed, Elem Ed

Puerto Rico TESOL celebrates its 50th anniversary in 2019 – a true cause for celebration! As the organization commemorates this superlative achievement, it aims not only to honor the past and celebrate the present, but also to embrace the future reflecting forward at it remains responsive, resilient and relevant for its members and citizens for the years to come. In this session, participants will be exposed to the unique sociolinguistic challenges and opportunities PRITESOL faces in creating and attaining a vision of exemplary teaching for the Island's future global citizen.

Efraín Soto Santiago currently serves as the PRITESOL Southern Chapter Immediate Past President (2018) and Vice-President of the 2018 PRITESOL Board of Directors.

CONCURRENT SESSION DESCRIPTIONS: Session II: 1:15 – 2:00 PM**Active Learning Online: Interactions and Feedback****Barnhardt, Sarah, Gates, Chester and Miller, Stacie****Format: Presentation (Room Knott 105)****Interest Sections: Adult Ed, Elem Ed, Grad Student, Higher Ed, Secondary Ed**

Online interactions and feedback, between peers and between teachers and students, can be aligned with activities and assessments through a variety of means, ranging from discussion boards to interactive video to social media. The presenters will demonstrate how online interactions and feedback can be aligned with activities, assignments, and assessments. Interactions can be learner-to-learner and teacher-to-learner. Participants will gain ideas on how they can implement interactive methods in online and blended classes.

Sarah Barnhardt, Chester Gates, and Stacie Miller are experienced in creating and teaching online/blended reading and writing courses.

The Grammar You Need for Academic Writing**Berman, Michael****Format: Presentation (Room Knott 317)****Interest Section: Higher Education, Adult Education, Secondary Education**

The editor of the new “Grammar You Need” series of fold-out cards, free workbooks, and just-released free mobile apps demonstrates methods of teaching core grammar structures at basic, intermediate and advanced levels. The approach is visual, corpus-based and flexible. Participants leave with practical techniques and useful plug-and-play materials, including full-color grammar guides, scaffolded practice exercises, and links to free resources on the web, App Store, and Google Play. The presenter will first explain the pedagogy behind this set of no-cost and low-cost multimedia resources. The presenter will then demonstrate how to apply these resources and approaches in a curriculum for grammar for academic writing in secondary and higher education settings.

Michael Berman is professor of ESL at Montgomery College in Rockville, MD, and the founder of Language Arts Press. He has won national and international awards for his teaching and materials writing.

Co-Teaching: Meeting the Needs of ALL Learners**Bruton, Leia****Format: Practice Oriented (Room Knott 131)****Interest Section: Elementary Education**

During this interactive presentation, participants will engage in activities and discussion about co-teaching in the classroom. All co-teaching models will be represented, as well as specific examples of each. Different models will be discussed in terms of student needs, data collection and the dynamics of co-teachers. Participants will have opportunities to move and interact to engage in learning about co-teaching models as well as explore co-teaching models to apply in their teaching.

Leia Bruton is an EL teacher from NC with a master's degree in Teaching and Learning. She works at Hillcrest Elementary as an EL teacher and at FCC as an adult ESL instructor.

SPOTLIGHT SESSION!**Generation 1.5 Students at the College Level: The Role of Age of Arrival****de Kleine, Christa****Format: Presentation (Room Bunting 220)****Interest Section: Higher Education, ESL, Adult Education**

Generation 1.5 students at the college level: The role of age of arrival Generation 1.5 students, sometimes also called ‘long-term resident ESL students’, form a unique and challenging group at the college level. Based on a large data set collected at two local community colleges, I will discuss the most prominent grammatical error patterns found Generation 1.5 student writings, showing how these compare to the patterns of ‘regular’ ESL students and monolingual English-speaking students. I will then explain how our data suggest that the age of arrival in the US is an important factor to consider when deciding on the best placement and instruction for Generation 1.5 students.

Dr. Christa de Kleine is Professor of Education/TESOL at Notre Dame of Maryland University in Baltimore, USA, where she teaches linguistics courses at the MA and PhD levels, and coordinates the MA in TESOL program.

CONCURRENT SESSION DESCRIPTIONS: Session II: 1:15 – 2:00 PM

Using 7 Cognitive Science Principles to Maximize Learning

Edouard, Teddy

Format: Workshop (Room Knott 110)

Interest Section: All

This workshop aims to expose participants to brain-based research, in an accessible and practical way. Participants will define cognitive science. Next, we will analyze and discuss 7 research-based insights and their implications for ESL lesson planning and implementation. In pairs, participants will discuss strategies to integrate takeaways into their teaching context.

Teddy Edouard is a Learning Consultant & an Instructional Coach. His work maximizes the student learning experience. He has an MA in TESOL from SIT Graduate Institute and an MSED from Purdue University.

Do They See What We See? Increasing ELP Visibility

Harmon, Mary Burch and Hurtado, Jessica

Format: Workshop (Room Knott 318)

Interest Section: Advocacy, Program Admin, Higher Ed, Adult Ed

Currently, English Language Programs (ELPs) are under fire; low enrollment and budget cuts are widespread. For many programs, the struggle to be seen and integrated within the larger campus community has been amplified. This workshop will provide participants the opportunity to explore ways to advocate for their programs within the institution. The workshop will focus on the five following areas: internal marketing strategies, building relationships, student engagement, campus events, and data collection/documentation. Participants will work in small groups to exchange techniques and strategies to use in their own ELPs, and will leave with new ideas and realistic approaches to apply to their current situation.

Mary Burch Harmon and Jessica Hurtado are the Director and Assistant Director of the English Language Institute at Notre Dame of Maryland University.

Advocating for Female Graduate Students from the Arab Gulf

Mayne, Dorothy

Format: Presentation (Room Knott 131)

Interest Section: Advocacy, Grad Student, Higher Ed, Program Admin

This presentation discusses a qualitative case study of female international ELLs from Arab Gulf countries and explores their experiences of acculturation. Derived from the overall study, this presentation narrows in on participants' issues with academics, their advisors, their classmates, and their communities to show in what ways they may be helped by advocacy. Findings show that the scholarships many Arab Gulf students receive present limited opportunity because students do not gain experience through assistantships. Furthermore, findings show that students' experiences of discrimination by classmates, faculty, the community, and in national politics are a source of stress that also requires advocacy.

Dorothy Mayne is a PhD candidate in Global Studies in Education at the University of Illinois, Urbana-Champaign. She has taught the English language in Madagascar, Turkey, and in the US Midwest.

Elementary Differentiated Morning Arrival Routine

Myers, Janine and Magee, Kerri

Format: Presentation (Room Knott 317)

Interest Section: Elem Ed

Are you a general education elementary classroom teacher? Are you tired of copying worksheets for students to complete as they arrive every morning? Well, look no further! We, two BCPS elementary school teachers, are eager to share a differentiated morning arrival routine that is highly engaging, student-centered, and will help ELL students develop language skills in a totally interactive, personalized, and safe environment. Please join us to learn the benefits of this approach, gain ideas and resources for your own general education classroom, and share your own ideas! Participants will evaluate effective ideas for meaningful morning work bins to target ELL skills. Participants will be able to create their own ideas using the knowledge of morning work bins.

Janine Myers is in her 20th year of teaching as a general educator in Maryland. Kerri Magee is in her 13th year as a general educator in Maryland.

CONCURRENT SESSION DESCRIPTIONS: SESSION II: 1:15 – 2:00 PM

Undocumented: A Brief History of Immigration Law

Silver, Patrice

Format: Presentation (Room Knott 133)

Interest Section: Advocacy, Teacher Ed, Grad Student, Elem Ed, Secondary Ed

This presentation will provide a brief history of immigration law, Mexican migration history, and their influence on the undocumented crisis we face today. Suggestions are provided on how to support undocumented students in the K-12 schools.

Patrice Silver has worked as an adult education ESL teacher, teacher trainer, and college advisor for 20 years. She is currently an assistant professor of Education/TESOL at Notre Dame of Maryland University.

Improving Literacy Strategies for ELLs: The Need for Explicit Instruction

Wikoff, Susan

Format: Workshop (Room Knott 108)

Interest Section: Secondary Ed, Higher Ed, Adult Ed, Elementary Ed, Grad Student, Teacher Ed

Reading comprehension for ELLs improves with explicit instruction in recognizing and resolving anaphoric signals in texts. Participants will identify lexical and grammatical signals as cohesive textual features and learn to implement classroom methods that meet student challenges in reading and by extension, academic writing.

Susan Wikoff is a graduate student in the TESOL Department at Salisbury University. She is especially interested in reading and writing instruction for all ESL levels.

College and Career Readiness with the Burlington English Blend!

Winstead, Chantal

Format: Exhibitor Presentation (Room Knott 135)

Interest Section: Secondary Ed, Adult Ed

With the growing demands of the CCRS, schools are struggling to include Career and Technology Education (CTE) into their curriculum. This session will highlight how BurlingtonEnglish enables you to meet the needs of CCRS with a fully blended instructional model. Our new Career Exploration and Soft Skills course prepares high school and adult students to identify and pursue a career path, while our Career Extensions give them the career-specific language and background knowledge to succeed in their chosen career. Both can be utilized in the classroom, in the lab, or away from school to provide optimal results for students and programs. Help your students explore careers, gain soft skills, and develop digital literacy. Ensure success with the BurlingtonEnglish Blend!

Chantal Winstead is the BurlingtonEnglish Mid-Atlantic representative. She is a former teacher and holds master's degrees in Special Education and Education Leadership.

CONCURRENT SESSION DESCRIPTIONS: SESSION III 2:15 – 3:00 PM

Fine-Tuning Complaints with the Subjunctive

Babich, Walt

Format: Workshop (Room Knott 133)

Interest Section: Teacher Ed, Higher Ed, Adult Ed

The subjunctive is not always seen as an essential topic in ESL instruction. However, it can be used to help students complain in a respectful, yet powerful way, which is a difficult balance to achieve for a second language speaker. The presenter will demonstrate a lesson that involves reading a newspaper article about the closing of a restaurant due to unsanitary conditions, describe the discussion that followed, explain the ensuing writing task and share some sample student writings with the audience. Q and A will follow.

Walt Babich has been teaching English to international students for over twenty-five years.

Using Language Journals in the Classroom to Promote Self-Directed Learning *Draganescu, Marilena*

Format: Presentation (Room Knott 110)

Interest Section: Higher Ed, Adult Ed, Grad Student, Secondary Ed

Due to their ability to prompt self-reflection, self-direction, and self-evaluation, language journals are utilized frequently as vehicles to engage students in self-directed learning (SDL). This presentation proposes an effective model for a language journal writing activity aimed at helping students extend their learning beyond the classroom and become aware of the abundant input that exists in the language around them. The presentation will emphasize the benefits of SDL and using language journals in the ESL classroom. The presenter will also share some helpful self-made worksheets that provide clear guidelines for students. This session will conclude with an analysis of examples of student journal entries.

Marilena Draganescu graduated from UIUC with a double M.A. in TESOL and Comparative Literature. She has been teaching advanced reading and writing classes at Maryland English Institute since 2010.

Beyond CCU: Preparing Tomorrow's Intercultural Educators

Kidwell, Tabitha

Format: Presentation (Room Knott 317)

Interest Section: Teacher Ed, Grad Student

Effective English teachers foster both linguistic and cultural proficiency, preparing students to engage across difference. Though TESOL teacher education programs typically address the role of culture in education, many offer little guidance about how to integrate cultural content within language classes. This session's objective is to share findings from a case study of one TESOL program's treatment of culture, and to offer concrete suggestions for teacher education programs. The audience will be invited to discuss the findings, ask questions, and make connections to their own settings. Participants will gain a refreshed understanding of the role of culture in their teaching, and of the ways teachers in their setting could be prepared to teach about culture more effectively.

Tabitha Kidwell is a doctoral candidate at UMCP. She has taught languages and trained teachers on five continents. Her research interests focus on culture and language teacher education.

Evidence-Based Online Instruction: What is Working?

Martinez-Alba, Gilda and Cruzado-Guerrero, Judith

Format: Workshop (Room Knott 105)

Interest Section: Teacher Ed, Grad Student, Higher Education

The number of students taking online course is increasing. When students are in remote areas, have families, or work, it is easier to take classes online. For successful online instruction to occur, teachers should consider their audience, be facilitators, lead, and use various tools (Farmer & Ramsdale, 2016). Moreover, threaded discussions, learning through practice, gaming, assessments, and using simulations are deemed essential parts of online instruction (Legon & Garrett, 2017). Teachers can also provide instruction in students' zone of proximal development (McNiff & Aicher, 2017). Learn how to transform your online course using evidence-based instruction, such as Universal Design for Learning and high leverage practices at this workshop.

Gilda Martinez-Alba, Ed.D. is the Assistant Dean in the College of Education at Towson University. Judith Cruzado-Guerrero, Ph.D. is a Director at Towson University - Universities of Shady Grove.

CONCURRENT SESSION DESCRIPTIONS: SESSION III 2:15 – 3:00 PM**Get “Anchored in Learning” Anchor Charts for ESOL****Schafer, Melissa and Hutsell, Patricia****Format: Workshop (Room Knott 135)****Interest Section: Elem Ed, Secondary Ed, Adult Ed**

Participants of this session will learn why anchor charts are an important tool for ELL learners. They are used with students in any grade and in any subject. They support instruction and move students toward successful achievement. Anchor charts engage students during a lesson, introduce new skills, track vocabulary, support independent work, create a library of reference material, and reinforce classroom procedures. Participants will work in groups to share ideas and create their own anchor chart with materials provided. To conclude, participants will go on a gallery walk to see the anchor charts created.

Melissa Schafer currently teaches ESOL in Baltimore County and has 13 years experience. Patricia Hutsell has taught for 15 years, including Special Ed. She currently teaches Grade 2 in Baltimore County.

Extreme Differentiation for Writing and Grammar**Scott, Darcy****Format: Workshop (Room Knott 318)****Interest Section: Higher Ed, Adult Ed, Secondary Ed, Elem Ed**

Students vary not only by writing level, but also in the types of errors they make. This session will examine activities to address a wide range of grammar and mechanical skills. It will explain how to analyze students' writing to prioritize instruction. Writing rotations can be structured to target individual student needs. This includes a teacher-directed activity designed to elicit awareness and understanding of a grammar point, cut-up sentence activities for guided practice, and websites for additional practice. Participants will complete exercises and use templates to design activities for their own students' grammar needs and curriculum topics.

Darcy Scott is an eleventh-year elementary ESOL teacher in Prince George's County. She also works for Prince George's Community College adult ESOL.

Student-Talk: The Value for Your Students and their Learning**Shea, Lauren M.****Format: Presentation (Room Knott 108)****Interest Section: Teacher Ed, Higher Ed, Secondary Ed, Elem Ed, Adult Ed**

Teachers typically dominate classroom discussions and talk the majority of instructional time. Research demonstrates giving students ample time to produce language through discussion affords learners deeper processing of content and literacy. Providing students frequent opportunities to speak and listen to each other allows them to negotiate meaning, become aware of multiple perspectives, and frame ideas before writing. We will review the research on the importance of student-talk and the impact of certain strategies. Participants will practice research-based strategies to improve productive student-talk and meaningful discussion.

Dr. Shea is an education professor at American University. Her research and practice centers on integrating literacy in content. Prior, she was an educator in a Dual Immersion school.

SPOTLIGHT SESSION!**Implementing The 6 Principles in Your Classroom and School****Short, Deborah****Format: Presentation (Room Bunting 220)****Interest Section: Elem Ed, Secondary Ed, Grad Student**

This session offers an overview of The 6 Principles for Exemplary Teaching of English Learners: K-12, TESOL's new initiative, and its application to classrooms, programs, and schools. It explores effective instructional and assessment practices, explains optimal conditions for second language learning, and discusses ways to create a culture of shared responsibility at your school and advocate for your learners.

Deborah J. Short, Ph.D., directs Academic Language Research & Training, LLC and provides professional development on academic literacy, content-based ESL, and sheltered instruction worldwide. As a former Division Director at the Center for Applied Linguistics, she co-developed the SIOP Model for sheltered instruction.

CONCURRENT SESSION DESCRIPTIONS: SESSION III 2:15 – 3:00 PM

Supporting ELs in the Co-teaching Guided Reading Block

Turner, Lila and Roland, Angela

Format: Workshop (Room Knott 203)

Interest Section: Elem Ed

The guided reading block, when co-taught by the classroom teacher and the EL teacher, allows the co-teachers to incorporate all of the critical components necessary for student success in reading. This approach to teaching reinforces transfer of reading skills, as students move from one teacher's word work/fluency practice to the other teacher's comprehension and reading behaviors. Essential to this model is the contextual relevance for skill-based learning based on books, as opposed to isolated skill and drill. In this hands-on workshop, teachers will have the opportunity to develop the word work and comprehension questions pertaining directly to the book in hand. Practice books and materials will be available for use during the session.

Lila Turner, MS TESOL, is currently an ESOL teacher in Frederick County Public Schools. Angela Roland currently teaches third grade in Frederick County Public Schools.

Impact of Parental Involvement on Academic Achievement

Vogt, Sara and Puckett, Leah

Format: Presentation (Room Knott 311)

Interest Section: Elem Ed, Secondary Ed

There are numerous communication devices available in the current education world that can boost home-to-school communication and involvement. Our goal is to provide participants with a list of communication methods and strategies, as well as explain and exemplify them. Most general educators know the importance of home-to-school relationships, but little has been done to reach out to ESOL families. As a result, the chance for ELs to benefit from such emotionally fulfilling experiences are less likely. The goal of this presentation is to provide educators with more communication tools for their tool box, improve engagement with ESOL families, and ultimately provide positive experiences for ALL children.

Sara Vogt and Leah Puckett are both graduate students studying leadership in teaching English to speakers of other languages at Notre Dame University of Maryland.

ACKNOWLEDGEMENTS

2018 Fall Conference Team Leaders

- | | |
|--------------------------|----------------------|
| • Awards | Cheryl Howard |
| • Catering | Elizabeth Phillipson |
| • Facilitators & Guides | Elizabeth Phillipson |
| • Publicity | Sherry Lyons |
| • Preparation | Katie Miller |
| • Registration | Rosie Verratti |
| • Review | Traci Eckhaus |
| • Vendors and Exhibitors | Tara Lewis |

Thank you to all of the team leaders and to all of the volunteers who served on these teams and helped to make the 2018 Fall Conference a success!

~ Ashley Jenoff, Conference Chair

Maryland TESOL Wishes to Extend Our Sincere Appreciation To:

Notre Dame of Maryland University

- For graciously hosting the 2018 Annual Fall Conference

Maryland TESOL Extends a Special Thank You To:

Sandy A. Tadeo, stadeodesign.wordpress.com

- For designing the 2018 Annual Fall Conference program cover
- For providing photography services during the 2018 Annual Fall Conference
- For designing the fliers for the Keynote Speaker and Invited Speakers

ClassFive, <http://www.classfive.com/>

- For their IT support for the 2018 Annual Fall Conference

SAGE Catering Services at Notre Dame of Maryland University <http://www.sagedining.com/sites/notredame/>

- For catering the 2018 Annual Fall Conference

Focal Point Productions, <https://focalpointproductions.net/>

- For the videography services during the 2018 Annual Fall Conference

Non-Board Volunteers:

- Kathy Green: Frederick Community College
- Shari Flynn: Prince George's County Public School
- Stacey Addy: Baltimore County Public Schools
- Jenn Bohlman: University of Maryland, Baltimore County
- Leia Bruton: Frederick Community College

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Past Lifetime Achievement Award Recipients

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2005	Jim Cook	2013	Jodi Crandall
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2006	Dorothea Thorne	2014	Susan Spinnato
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- Stacey Addy: Baltimore County Public Schools
- Jenn Bohlman: University of Maryland, Baltimore County
- Leia Bruton: Frederick Community College

Maryland TESOL Grants and Awards

MDTESOL offers five honors annually: the Ann Beusch Award, the Lifetime Achievement Award, two ESOL Teacher of the Year Awards and The Professional Development Grant. Nominate a deserving colleague who meets the criteria for any award. Be sure to submit an application for a Professional Development Grant.

Submit nominations at <https://www.mdtesol.org/Awards/Awards-Grant>. Please contact Luis Javier Pentón Herrera, MDTESOL President, with questions about the MDTESOL Grants and Awards: President@mdtesol.org



Maryland TESOL Professional Development Grants Program

The Maryland TESOL Professional Development (PD) Grant is a small grants program that is intended to support the work of practicing teachers. The purpose of the PD Grant is to recognize individual efforts that promote, benefit and/or enhance the service to students of English as a Second Language. Through this program, MDTESOL funds projects and initiatives which cross-cut a variety of agents and our extended communities. All MDTESOL members are eligible to submit a grant application. Successful grant applications are those that will serve to connect and enhance ESL services through teachers' initiatives. Application information is published on the MDTESOL website in the winter. Small grants of up to \$1,000 will be awarded at the Annual Spring Dinner. Recipients must publicize a summary of how the award was used to benefit our profession as a presentation at the annual conference, and as a written summary to be published in the MDTESOL newsletter.

Ann Beusch Distinguished Service Award

The Ann Beusch Award was established to honor the accomplishments of former Supervisor of Foreign Languages and ESOL of the State of Maryland, Ann Beusch. The Ann Beusch Distinguished Service Award honors individuals who exemplify the spirit and dedication to international students that Ann demonstrated during her long tenure as a State Supervisor of ESOL and Foreign Languages. The award is bestowed upon individuals *working outside of the fields* of ESL and International Student Services who have made sustained, exemplary contributions to the ESL field and /or its students. All current members of MDTESOL are eligible to submit nominations. The award is presented at the Annual Spring Dinner.

The Maryland TESOL Lifetime Achievement Award

The Maryland TESOL (MDTESOL) Lifetime Achievement award honors individuals who throughout their years of service have exemplified dedication to ESL students and/or ESL teacher education. This award is bestowed upon individuals who have been working in Maryland for at least 15 years and who have made substantial contributions to the ESL field, its students and/or teachers, at any educational level. All current members of MDTESOL are eligible to submit nominations. All ESL professionals are eligible to be nominated, except those currently on the MDTESOL Board. Nominations are reviewed in light of broad influence in the field, exemplary contributions, leadership, and sustained commitment. Up to two awards may be bestowed in any given year. The award is presented at the Annual Fall Conference.

Professional Development Opportunities with Maryland TESOL:

All Year Long!

Welcome to the MDTESOL Annual Fall Conference—our capstone professional development event! However, MDTESOL offers many more opportunities for professional development. In fact, you can use MDTESOL all year long as a way to advance your career! Throughout the year, MDTESOL provides its members opportunities to

- Increase professional knowledge
- Network with current and future colleagues
- Develop leadership skills
- Get ideas known: Present and publish
- Seek funding
- Increase Professional Knowledge

Attending the fall conference is one obvious way to increase professional knowledge and skill. Other ways include attending the many Interest Section events held in the spring (which often have featured speakers) and reading the biannual newsletter. Back issues of the newsletter are also available on the MDTESOL website.

Network

The fall conference is one good place to network. However, for maximum networking, you can also attend the Spring Dinner (usually held in May) and the Spring Interest Section events. In addition, consider adding your name to the ballot for the MDTESOL board. The new Board is elected during the Spring Dinner in May.

Develop Leadership Skills

Joining the Board or working as a volunteer on MDTESOL activities are great ways to develop leadership skills. Those who work with you are always happy to mentor.

Present and Publish

Next year, submit a proposal for the 2019 Maryland TESOL Annual Fall Conference. Watch for the Call for Conference Proposals in the late spring/early summer. Looking for a place to publish? Consider submitting an article to the MDTESOL newsletter. The editors will be happy to work with you.

Find a New Job

The MDTESOL website publishes job listings in the ESL field.

Seek Funding

Apply for a professional development grant through MDTESOL.

(Continued on page 27)

(Continued from page 26)

Where to Get More Information

- MDTESOL website: www.mdtesol.org
 - Information about Interest Section events
 - Information about current officers
 - Information about awards, including the Professional Development Award
 - Information about job opportunities
 - Back issues of the newsletter
- MDTESOL President, Luis Javier Pentón Herrera president@mdtesol.org
 - Contact Luis if you are interested in joining the Board
- Billie Muñoz and Erica Rivera-Vega, Newsletter Co-Editors: newsletter@mdtesol.org
 - Information about publishing in the newsletter

So, the time is now! As you seek to develop your career, don't forget the many opportunities MDTESOL has to offer – during today's Fall Conference AND all year long!

Opportunity to Publish Your Work

The journal *Literacy Issues & Practices*, in collaboration with Maryland TESOL, is excited to announce a call for articles on a special issue addressing the topic "Literacy as Advocacy for English Learners: Empowering Students' Language & Literacy Inside & Outside the Classroom."

The topics of literacy learning and advocacy for English Learner (EL)/Emergent Bilingual (EB) students have gained considerable attention in recent years. However, less attention has been given to merging these two perspectives into a unified message of support and empowerment for students. In this special issue, the journal seeks manuscripts about literacy education (in the broadest understanding of literacy) that focus on how educators empower EL/EB students through literacy instruction. How can literacy empower students for self-advocacy both inside and outside of the classroom? How do students learn to use literacy as a tool to advocate for themselves, their families, and their communities? What opportunities do teachers provide for EL/EB students to engage in literacy as a means of disrupting the status quo both in schools and in the larger society? How can such opportunities be shared with more students?

The deadline for submissions is November 30, 2018. Submit your journal article to this website: <https://somiracjournal.weebly.com/call-for-manuscripts.html>





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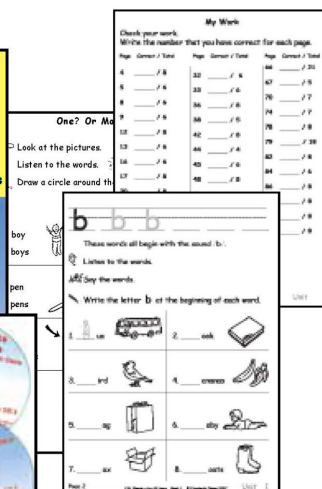
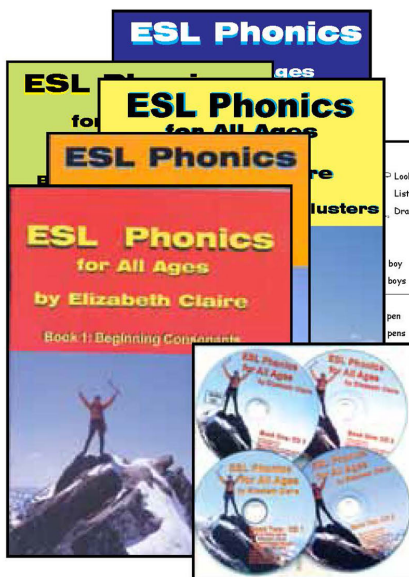
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