



# MARYLAND TESOL

Winter  
2018  
Issue

## Message From the Editors

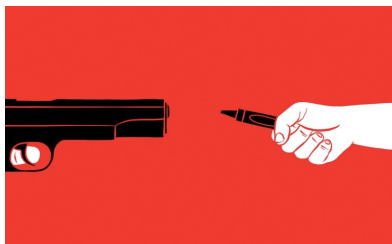


Image by Matt Chase, Boston Magazine

It is sad to read what has been happening in multiple schools in the United States. As a nation, we should be paying more attention to mental health issues and strong changes in behavior. Parents should focus on teaching kids moral values, respect and com-

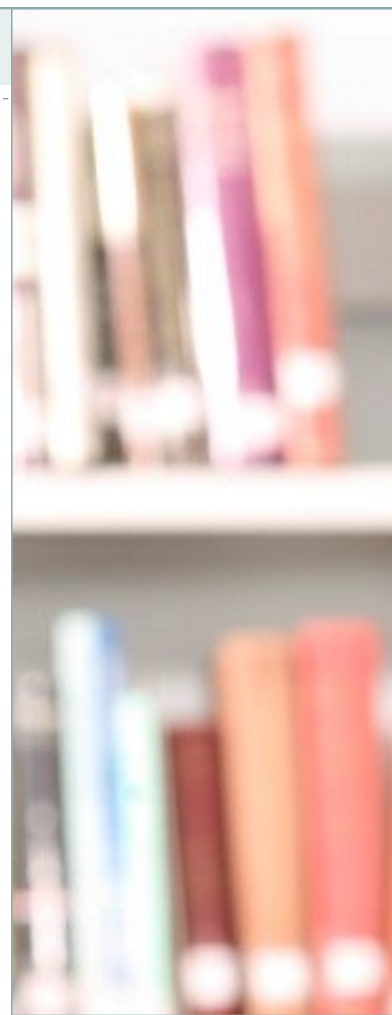
passion being among them. These values are the same in any language.

Teachers, students, and other school personnel have been greatly affected by school shootings. The healing process seems never-ending, with a new situation happening repeatedly. The levels of anxiety of students, faculty, and even parents are skyrocketing. This should not be happening...

Across the nation, teachers are working with added roles. We are now educators but also counselors and even protectors or bodyguards. As ESOL teachers, we focus on giving them the skills in the language, but also let us be caring and thoughtful. We should not be worried for our classrooms to be ready for a school shooting. If we support, hear and talk to our students we might change the life of an unstable one. We are transforming lives every day, the little that we care goes a long way.

Our hearts go out to teachers across the country, which have suffered more than enough with gun violence and school shootings.

*Erica Rivera-Vega, Editor*  
*Billie Munoz, Co-Editor*



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### SPECIAL ANNOUNCEMENTS



**THANK YOU  
FOR JOINING  
US AT THE  
FALL CONFERENCE 2017**

## **Conference Certificates Available!**

Request a certificate of attendance or presenter's certificate at <http://www.tinyurl.com/MDTESOL2017> for your participation at the 2017 Maryland TESOL



### **Advocating for English Learners – An Overview of Diane Staehr Fenner’s book**

**By Nicole Obregon, Advocacy Interest Section Chair**

The English Learner (EL) population is growing in this country. Although the number of ELs is increasing, there is still so much work to be done in terms of advocating for the needs of this vulnerable and often misunderstood population. Principals want the best for their schools, but some struggle with how teacher evaluation systems support EL educators. Mainstream classroom teachers sometimes lack the training needed to meet the specific needs of ELs in the classroom. ESL teachers are aware their advocacy is needed, but may be unsure about how to effectively advocate for their students. Diane Staehr Fenner’s book Advocating for English Learners provides an incredibly comprehensive yet practical guide on *how* and *why* to advocate for EL students.

Chapters 1 and 2 prepare the reader by examining the need for advocacy for ELs and how to create a shared sense of responsibility by getting all stakeholders involved. Researchers have found that the test scores for ELs are significantly lower than those of non-EL students (Fenner 10). Diane further examines some underlying reasons for this undeniable gap. Socioeconomic status, access to academic English, teacher preparation to work with ELs, administrator preparation to work with ELs, and lack of EL parents’ voice in their children’s education are some of the factors that contribute to the gap in EL test achievement when compared to their non-EL peers. In chapter 1, Diane gives the reader a sense of hope by discussing current advocacy work that is already underway. The TESOL International Association places advocacy as a priority area of focus through the revision of the P-12 Professional Teaching Standards and the NBPTS English as a New Language Standards (Fenner 20). In chapter 2, the author defines shared responsibility as the “mind-set that all educator must see themselves as equal stakeholders who must strive to positively influence the education of ELs in the classroom as well as outside of school” (Fenner 28-29). Before beginning advocacy work, you’ve got to get stakeholders on your side. The author believes that professional development is the first step to this. In saying this, she provides several effective professional development sample activities that education can use in their professional environments to increase collaboration among staff members, explore what it feels like for a newcomer student in the first stages of English development, and many more (Fenner 32).

Chapter 3 is written to target ESL teachers who want to make a positive impact in their schools, but are not sure how to do so effectively. The collaboration between the content teacher and the ESL teacher is of utmost importance. However, this collaboration can be complex because the ESL teacher must position herself to be on equal footing with her content counterpart, which can be tricky given the complex and distinctive dynamics of every school environment. Diane understands that ESL teaching happens under a variety of models, so she lays out teaching models and describes potential opportunities for collaboration and advocacy within each model type, in addition to suggesting a plan of action to address concerns that may crop up. This chapter is filled with real-life scenarios and actions ESL teachers can take immediately to make a positive impact.



*Image by: Erin East,  
THE MOVEMENT FOR COMMUNITY-LED DEVELOPMENT*

Chapter 4 is written to target school and district administrators where ELs have a presence. There are four areas of importance that Diane describes in this chapter, as they relate to school administration: creating a school/district culture conducive to EL advocacy, hiring staff who will be advocates for ELs, providing professional development on ELs, and teacher evaluation that is inclusive of ELs. In this chapter, the author provides a tool for reflection for administrators (or a group of staff members) that would be very helpful when examining your school's culture surrounding ELs. Also provided in this chapter is a tool for administrators to use when interviewing educators as a guide to examine how EL-friendly candidates are.

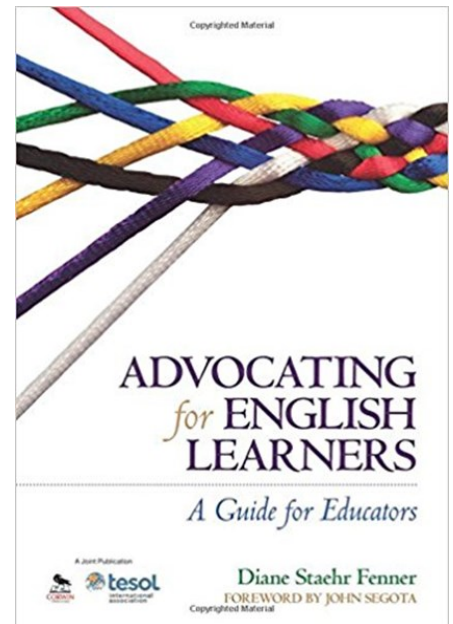
Chapter 5 hones in on how to increase advocacy through increasing family involvement. Diane begins by describing what the research tells us in terms of parent involvement communication with parents, meeting Maslow's hierarchy of needs, and health concerns as a barrier to learning for ELs. On page 115, she provides a Family Involvement Tool that schools can use to rate themselves on their current climate in terms of EL family involvement. A discussion on EL family involvement wouldn't be complete without examining and understanding these issues *from* the perspective of EL families, which Diane discusses beginning on page 117. This chapter is filled with fantastic suggestions on how to better communicate with EL families, how to effectively conduct a home visit of an EL family, how to address health concerns of ELs, and many more.

Chapter 6 targets advocacy through the lens of effective instruction. One of the most important elements of their school experience is that they receive effective instruction, therefore this chapter discusses what the research tells us in terms of teacher preparation, specialized English acquisition instruction, the teaching of academic language, and creating a culturally responsive atmosphere. To effectively implement instruction in the area of reading, the teacher has to do some extra planning to account for the specialized needs of ELs. Therefore, the author provides a table of considerations for teachers of ELs before, during, and after reading a complex text. She also does this for content areas.

Chapter 7 is written to target advocacy as it relates to ELs in assessment. As one of the most controversial topics nowadays is the topic of testing and the impact it has on the educational experience of students. This impact is exacerbated for ELs due to several issues, including assessments that evaluate English Language Proficiency, assessments that evaluate knowledge in the content areas, accommodations for ELs on said assessments, the demographics of ELs in Special Education, the demographics of ELs in gifted and talented programs, and response to intervention as it relates to ELs. Diane discusses these issues in depth and provides tools for the reader. One such tool is a table that details general rules of thumb for educators to use when selecting what accommodations to check off for their ELs on accommodation forms. The reader of this book will also be very interested in find two case studies of ELs who were flagged for needing special education services, and what action the school collaboration teams took to address the referral.

Chapter 8 is written with a focus on advocating for students beyond grade 12. What challenges face undocumented students who want to go to college? What career choices stand out for ELs, specifically, the Latino population? In what ways do content courses provide a roadblock to high school graduation? Diane responds to each of these questions with research to back them up. Despite many challenges, being an informed educator can do so much to address these challenges. The author provides the reader with a tool to examine considerations, questions, and implications for EL educators to use to examine future pathways for EL students beyond high school. Providing ELs with support in the form of a mentor, participation in a school-to-career program, or help from a guidance counselor are just some of the ways that Diane suggests are tools for advocacy.

Diane Staehr Fenner's book Advocating for English Learners is the best comprehensive guide to advocacy currently out there. She writes this guide *for* educators and stakeholders by providing research to back up claims and providing many tools that you can take right from her book and use directly in your practice. I highly recommend this book to any educator or administrator that works with English Learners.



Fenner, Diane Staehr., and John Segota. *Advocating for English Learners a Guide for Educators*. SAGE, 2014.

## A PRELIMINARY STUDY OF THE IMPACT OF ENGLISH LANGUAGE SUPPORT COURSES IN AN ART AND DESIGN CURRICULUM

By Joseph Carr, First Year Experience Faculty, Specialist in English Language Learning, Maryland Institute College of Art (MICA)

Sukyun Weaver, Faculty - Graduate Liberal Arts, English Language Learning Specialist, Maryland Institute College of Art (MICA)

The Maryland Institute College of Art (MICA), founded in 1826, is nationally known for its dedication to excellence in fine arts, design, and liberal arts. The current mission of MICA is to “empower students to forge creative, purposeful lives and careers in a diverse and changing world, thrive with Baltimore and make the world we imagine.” In more recent years, the enrollment of international students has increased to comprise 30% of both the overall undergraduate and graduate student population. Currently at MICA, there are four full-time English Language Learning (ELL) faculty in the undergraduate level and one in the graduate level. This rise of international student representation on campus created an impetus to answer the question: “What impact does ELL support in academics and programming have on international student satisfaction and success?”

The goal of this preliminary study is to evaluate the impact of current language support programs on graduate student satisfaction with their coursework at MICA. We hypothesize that students who participate in ELL coursework will show overall positive perceptions, emotions, and attitudes in their feedback. Also, we hypothesize that students who participate in ELL coursework will have higher placement rates, merit awards, and completion rates for their degrees. We suspect that ELL support improves student’s satisfaction, but it may be that low language proficiency degrades satisfaction and curricular support is unable to compensate for it. We expect the study to benefit the student participants and the MICA community through improvements to the curriculum resulting in greater satisfaction and success not only for English Language Learners but all members of the MICA community. Highlighting successful existing initiatives and shedding light on areas that may require additional language support will help to direct resources and to focus attention on pedagogical interventions with high impact.

Making a substantive test of our hypothesis will require a variety of methods deployed over the course of several years, possibly longer. We are beginning this process with lightweight tools that will help us to better understand our student population, the qualities of the data we



have available, and the routes we can take to assessing student satisfaction and success. In our first phase we are approaching data gathering in three ways: augmenting anonymous course evaluations for ELL coursework, a survey of open-ended questions about linguistic and cultural adjustment to student life at MICA, and a series of face-to-face interviews. For the purposes of this study, we define an international student as those studying full time in the United States with an F-1 visa or its equivalent.

The standard course evaluations for ELL courses in the graduate school have been extended with five additional prompts designed to elicit responses (on the Likert scale) touching on students feeling of comfort and competence with the use of English language in their coursework. The respondents are asked to select a response on a five point scale whether they “strongly agree, agree, undecided, disagree, or strongly disagree” with a given statement. The five questions are:

1. This course has improved my confidence.
2. My English language skills have improved during this semester.
3. This course has helped me improve in my other courses.
4. I feel comfortable in my classes at MICA.
5. I feel ready for next semester.

These augmented course evaluations were implemented at the close of the Fall 2017 semester. We are currently in the process of analyzing the results.

In addition to the augmented course evaluation, we created a survey of mostly open-ended questions intended to gauge students' experience with language and cultural adjustment to student life at MICA. The questions that elicited free-form text responses were coded after data collection based on the range of responses we received. The questions included:

1. Do you want to work in the U.S. after graduation?
2. How will attending MICA contribute to achieving your professional goals?
3. What is your favorite class this semester? Why?
4. Do you want more support from MICA for learning and using English effectively?
5. Based on the response to #4, one of the following questions was presented:  
If yes: What kind of language support do you think would be most useful for you?  
If no: Why do you not want additional language support?
6. What was the most important challenge or problem you experienced this semester?
7. What has been your best experience so far at MICA?

At the close of the Fall 2017 semester, we sent the survey to approximately 70 graduate students with F-1 visa status, with an incentive of a \$20 gift card raffled for respondents. The sample intentionally included graduate international students who were not enrolled in ELL coursework allowing us to compare responses across populations. The overall response rate was close to 50%, which we hope to improve in future iterations.

Our preliminary analysis shows that the response rate was higher among students enrolled in ELL coursework, largely due to professors setting aside time during those classes to complete the survey. Running the survey uncovered an unanticipated problem with the question "What kind of language support do you think would be most useful for you?" A large portion of the respondents named a language in their response, revealing a garden path ambiguity in the phrase "language support" that seemingly lead to an interpretation of the question equivalent to "What language needs support?" Future iterations of the survey will use an alternate phrasing.

Finally, at the end of the upcoming Spring 2018 semester we plan to conduct interviews with twelve randomly selected graduate students who are studying in the U.S. on an F-1 visa. Six of the participants will be recruited from students enrolled in ELL coursework while the other six will form a control group of students who have not received curricular English language support.

The planned interview questions overlap the survey questions and the course evaluation questions, which we hope will allow us to estimate how well our interviewees represent the broader range of F-1 visa holders at MICA. The planned interview questions include:

1. What do you think about your use of English in your coursework? How has it impacted your experience? Was language ever a barrier?
2. How do you feel about your MICA experience so far?
3. What are your hopes for the future? Finishing up at MICA and after MICA?
4. If you have taken an ELL course, how did the ELL course influence your study? Do you feel like it helped you or got in your way (taking up too much time, etc.)?
5. If you haven't taken an ELL course, knowing what you know now, would you have elected to take ELL courses?
6. How has your confidence in your language ability changed while you were at MICA? How has that confidence changed your studio or professional work?
7. How do you feel you have adjusted to the MICA community?

The interviews, the content of which will be confidential, will be recorded and we will use grounded coding to make quantitative observations.

In conclusion, in the preliminary phase of this study of the impact of English Language support courses on student satisfaction and success, we are exploring and validating several methods for data collection. For example, the pilot survey has already uncovered a problematic phrasing that we can adjust to improve the quality of responses. We expect to continue collecting informative responses and feedback from the students about their experiences and look forward to implementing more objective and quantitative measures in the future, such as diagnostics and assessments that can be correlated to students' subjective survey responses.



Image by : Lynn Norusis, Northern Virginia Magazine

The Common Core State Standards ushered in a new focus on evidence-based argumentation, expecting K-12 students to be able to “present careful analyses, well-defended claims, and clear information” (Common Core State Standards Initiative). Students ability to construct arguments is not only assessed in English Language Arts, but in history, math, and science classes, where students must cite evidence from various texts, or even their own computations, to support their claims. In the case of English Learners, moving from reading a text to composing a written response often needs an intermediate step: talking it out. Opportunely, the Speaking and Listening standards place the necessary emphasis on clearly and persuasively expressing one’s ideas. Structured class debates centered around a unit’s essential question or a set of texts can give students a step-by-step path to constructing an argument in preparation for writing.

#### 1) Choose a juicy topic

If we want students to get passionate about debating, use topics that will get them fired up. I use debate topics that are connected directly to the units of study in my district’s ELA curriculum, and thankfully the essential questions of the units

## Engage Critical Thinking Through Debate

By Katie Miller,  
Elementary Education Section Chair

offer a lot of room for disagreement. Some examples from this past year include: *Should society put limits on a person’s freedom? Does technology solve problems or create more problems?* Students should be able to relate to the topics under consideration.

#### 2) Pre-teach vocabulary

Students should know the names of the pieces of an argument (*claim, evidence, rebuttal*) and types of evidence used as support (*reasons, logic, statistics, personal experience, facts, expert research*). They can do a sorting activity with types of evidence for an example claim to familiarize them with all the different ways an argument can be supported. Ask them which types of evidence are the strongest or most convincing. Finally, make sure students have practiced using transition words such as *first, second, next, finally, and in conclusion* in order to structure their discourse and make their oral presentation more organized and stronger sounding.

#### 3) Preparation

Pose the topic as a yes/no question and work with the class to rephrase these as two opposing claims. Divide the class into groups of three. One group of three will assume the pro side, another group of three will be the con. Obviously you might have to adjust the group sizes if the math doesn’t work out with the number of students in your class.

More than three students usually leads at least one or two students to clam up and not participate fully in the debate. A group of three provides some “safety in numbers” for shy students but still leaves a little pressure on them to speak up.

Walk the students through the process of thinking up arguments for both sides of the claim. You can use an example topic as a model for the whole class before students are assigned unique debate topics. Use a graphic organizer that has space for students to record notes on both the pro and con. A good argument is one that considers the opposing viewpoint and is prepared to counter their reasons and evidence. Tell students that they by generating the counter-arguments, they are preparing to offer their rebuttal and show why the opposing side’s evidence is flawed or weak.

Ideally, students should have been reading texts connected to the debate topics so that they can provide more than just “off-the-top-of-their-head” evidence to support their claim. You can also give them extra time to research statistics and facts if the topic is new to them. Remind students that all group members are expected to speak in the debate. They can decide in advance which person presents which parts.

#### 4) Hold the Debate

Move the desks so that the two opposing sides are sitting facing each other and the rest of the students are circling them as the audience. The actual debate takes place as follows:

- Two minutes for the Pro side to present their arguments
- Two minutes for the Con side to present their arguments

- One minute for the Pro side to give a rebuttal

- One minute for the Con side to give a rebuttal

Keep time and give students the whole time even if they don’t use it. For many students, speaking for a full two minutes can be a challenge.

#### 5) Give Feedback

As for assessment, you can use a rubric to score each group on :

1. Quality of arguments and evidence
2. Strength of rebuttal
3. Clear understanding - grammar and vocabulary
4. Heard clearly - pronunciation and volume
5. Eye contact, body language, listening

Students who watch the debate from the audience should also give the presenters feedback by holding up the number of fingers corresponding to the score they would give for each of the criteria. Have students vote for the side they think “won” the debate. Students can extend the arguments they debated into a written paragraph or essay.



## An Interview with Tyler Pruitt, a Baltimore City ESOL Teacher & Newcomer Expert

By: Grace Belz, Graduate Student Interest Section Co-Chair, ESOL Teacher & MATE-SOL Student at Notre Dame of Maryland University



Image provided by: Tyler Pruitt

After spending two years in a MATESOL cohort at Notre Dame of Maryland University, I was excited to interview Tyler Pruitt, ESOL teacher at Forest Park High School in Baltimore City. Tyler and I have worked on many a group project and presentation together, and I am consistently inspired by his dedication to his students and creativity in reaching a growing ESOL population in Baltimore City.

Tyler has over five years of teaching experience both overseas and in Baltimore. He has taught EFL in public schools in South Korea, at trade schools for young adults in Medellin, Colombia. In addition to his current work in Baltimore City, Tyler participates in summer English immersion courses for exchange students at McDonogh School and through BCCC's Refugee Youth Project.

Tyler is in the final stages of his MATESOL with Notre Dame of Maryland University and specializes in teaching Newcomers. I sat down with Tyler to find out "What Works" for him, and what we can take away from his experiences with the Newcomer population in Baltimore City.

**We know that Baltimore City boasts a diverse and ever-changing ESOL population. This year, what is your typical student profile?**

*At Forest Park High, over 80 percent of our English Language Learners are from Central American countries, including Honduras, Guatemala, and El Salvador, and speak Spanish as their first language. Other students come from French speaking West Africa, the Caribbean, Arabic speaking Middle East and South Asia, including Nepal and India. They range in age from 14 to 19, with vastly different levels of educational experience, English proficiency and motivation. 70% male 30% female.*

*Personally, I primarily teach sections of ESOL 1, an introductory course designed for either newcomers or students with WIDA scores lower than 2.0. It's safe to refer to it as "survival English." I also teach a section of 12<sup>th</sup> grade ELLs, geared towards preparing them for academic writing and composition, skills which they need as standardized tests like HSA and PARCC, which are MSDE graduation requirements. Their WIDA scores range from 2.5-4.5.*

**What do you think is the biggest challenge for your students, both inside and outside of school?**

*Currently, the biggest challenge for my students is the balance they must strike between commitments. In addition to school work, which may already be made difficult by linguistic issues, they are often expected to fulfill commitments to work and support their family, and at the same time maintain their increasingly tenuous status in the immigration court system. A much higher percentage of our ELLs work long hours in the evenings after school than typical City School students. This is often compounded by the problems in their communities with violence and crime. As is often the case with immigrant communities, adults often work low paying jobs, and pay taxes but receive few of the benefits. As students age toward the cutoff of 21, they are frequently pressured to leave school to work full time.*

### **How do you handle/manage your classroom when your students have extremely varied levels of literacy?**

Often, we try to decide which students in a mixed classroom that we should cater to, the expert or the novice? Even in “beginner” classes (like many of mine) students may have no formal education, or a good education and literacy in their first language, but no English. Some students may have practiced some English on their own, watching movies or with friends, and some may even have some formal education in English in their schools.

The first step is to get a good understanding of what proficiency in English each student has. This helps to make decisions about lesson planning and making strategic decisions in your classroom. Get to know the students experiences, their age, their culture, what their life is like outside of school, their learning style, and their goals.

Assuming that many of your students may come from similar cultures and share languages, pairing or grouping new or low-level students with more experienced ones is invaluable. The advanced student will learn more too by having to explain what they know to the beginner. If you have some students who are at an intermediate level, seat them together. You can't individually help each student throughout the lesson, but your students can help each other so that everyone understands the material.

Just as important as grouping is the way that you choose the assignment, and how you take that assignment and differentiate/scaffold that assignment to engage all the different levels of student that you expect to complete it.

There are many ways to do this, but the best way to impart your lesson to everyone in the class is to teach the same concept several ways. This is useful in all teaching, but specifically in ESL. There are many different learning styles, and it is important that no one is left behind, getting nothing from the lesson.

**Tell:** You can start your lesson by giving the information verbally. Even if you have students who don't understand much English, it is helpful for them to get used to hearing a native speaker. They'll gradually be able to pick out words and understand sentences.

**Write:** Some students simply learn more visually. This is useful for both beginners and advanced students. Beginners need to become familiar with spelling, and while they might struggle to understand what you're saying, seeing the word will allow them to learn it. But this will also help advanced students, especially those who have learned English by speaking it at home, but have not learned proper spellings. A beginner might need to see the word “homework” so that they can look it up in the dictionary and memorize it. An advanced student might need to see the word “homework” because while they know the word, they might be inclined to spell it as “homwirk!” English spelling is difficult to learn, so it will help all levels of learners to see and write the words.

**Show:** Visual aids like pictures and videos, manipulatives. Students with low L1 literacy can relate vocabulary and concepts visually. This encourages student participation and makes the lesson more meaningful to all levels.

**\*\*Personal Attention!-** make sure that all students are engaged during the lesson, either independently, with a classmate or directly with you, the teacher. By reaching out to beginners and making them a priority, you not only reinforce the concepts to the ones who need the help the most, but you make them feel more comfortable in the setting and with you. While your communication may be limited, you must give yourself the chance to make sure they are at least following along, not wasting time or growing more frustrated in an already vexing situation personally and culturally.

*Also important in a mixed classroom, you can then give the more advanced students a chance to be challenged with the material. Ask more detailed questions, have them expand and relate on a deeper level than others. I often provide bonus points or prizes for those advanced students who can defend their statements or go out of their way to help bring newcomers up to speed. A bored student who is highly proficient can be equally as disruptive as one who is lost.*

### **What classroom tools do you use on a regular basis?**

*There are a few applications/web sites, besides Microsoft Power Point and YouTube, that have proven very valuable in my classroom:*

**ClassDojo** (<https://www.classdojo.com/>) - I use this site, which is like Facebook-for-the-classroom, to create a community in which students feel comfortable sharing ideas, and parents can see what we are doing in the classroom.



**Recap** (<https://letsrecap.com/>) - This site is super helpful in assessing speaking skills in a low-pressure environment where students can track and record their own progress. This site allows me to extend lessons for my more advanced students in asking more complex speaking prompts that allow for deeper discussion and vocabulary usage.

**Translation software** - I am very fortunate to be a Spanish speaker, which helps greatly in both communication as well as establishing trust with my Spanish-speakers. I do rely on translation software to reach my Newcomer students who do not speak Spanish and have low English proficiency.

# WHAT'S HAPPENING: INTEREST SECTION ACTIVITIES & ANNOUNCEMENTS

## Lecture:

### *Rights of Immigrant Students in Maryland Public Schools*

The School of Education would like to invite you to a special presentation by Roger Rosenthal, Executive Director of the Migrant Legal Action Program (MLAP), as he discusses the rights of immigrant children (and their families) in the Maryland public schools.

Topics will include documentation requirements, school lunch and breakfast programs, and an update on the status of DACA-protected students in our public schools.

## Where?

Notre Dame of Maryland University  
LeClerc Hall  
[4701 North Charles Street, Baltimore,  
MD 21210](https://www.ndm.edu/4701-North-Charles-Street-Baltimore-MD-21210)

## When?

Thursday, March 8, 2018  
at 7:00 p.m.



Image by: ndm.edu

The lecture is free and open to the public,  
***but RSVP is needed to secure a  
space.***

To learn more and to RSVP, please visit:  
[ndm.edu/rights](https://www.ndm.edu/rights)



MDTESOL ELEMENTARY EDUCATION

# Spring Mixer

Friday, March 23rd 2018

**Networking Event 4:30-7:00 pm**

## Hagerstown Green Turtle

12818-A Shank Farm Way  
Hagerstown, MD 21742

Join EL educators and teachers in the area for food and conversation!

**RSVP @ <http://tinyurl.com/mdtesol1>**



## PROGRAM ADMIN INTEREST SECTION EVENT

Theme: Managing Generations – Understanding Changing Worker Demographics

Speaker: Gina Palladino

Date: Thursday, April 12, 2018, from 10:30 a.m. – 12:00 p.m.

Location: Howard Community College, HS363

This workshop for ESOL and ESL administrators begins with defining and understanding the four generations in the workplace and identifying action steps, strategies, and approaches supervisors can apply with each generation. Then, the core of the workshop explores action steps for creating positive environments for older supervisors and younger staff members who work together to increase the academic success of their English language students.

The event is free and people should email [tjones@howardcc.edu](mailto:tjones@howardcc.edu) to register.



### ***Nominate people you know who should be recognized for their service!***

The **Lifetime Achievement Award** is established to honor the accomplishments of professionals in the ESL/ESOL field who throughout their years of service have exemplified dedication to ESL/ESOL students at any educational level and/or in ESL/ESOL teacher training. Visit [Lifetime Achievement Award](#) to start the nomination process.

The **Ann Beusch Distinguished Service Award** was established to honor the accomplishments of Ann Beusch, former Supervisor of Foreign Languages and ESOL of the State of Maryland. This 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. Visit [Ann Beusch Distinguished Service Award](#) to start the nomination process.

### ***Apply for the Professional Development Grant!***

The **Professional Development Grant** is to enhance members' involvement and presence in the field of ESOL and for the betterment of shared communities. The goal of this grant is to fund projects and initiatives which cross-cut a variety of agents (educators, students, administrators, etc...) and our extended communities. Successful grants will serve to connect and enhance these various communities through teachers' initiatives. The grant will help reshape the role of the grantee in both his/her profession and society for the betterment of all. Visit [Professional Development Grant](#) to start the application process.



***Call for:  
Secondary Education Interest  
Section Chair-Elect &  
Higher Education Interest  
Section Chair-Elect***

MDTESOL has two openings on the 2017 – 2018 Board for the Secondary Education Interest Section (IS) Chair-Elect and the Higher Education Interest Section Chair-Elect positions. In these position, the Chair-Elect works closely with the IS Chair to serve the needs and interests of secondary education and higher education constituents statewide. Serving as co-Chair is a unique professional development opportunity that includes networking statewide with secondary education ESOL and higher education professionals, writing newsletter articles, presenting at the MDTESOL fall conference, and helping to shape policy for our statewide organization. At the end of the year, both the Secondary Education IS Chair-Elect and the Higher Education IS Chair-Elect would transition to the IS Chair position. No prior Board experience is required.

If you're interested in helping to have a positive impact on the work of secondary education and higher education professionals in Maryland, please contact Sherry Lyons, MDTESOL President at [president@mdtesol.org](mailto:president@mdtesol.org) for more information and to submit your bio to be considered for this open position on the MDTESOL Board.



**MARYLAND  
TESOL**



Membership for TESOL

**FREE**

\* for 1 MDTESOL member

### **A Benefit of Membership**


Take advantage of being a Maryland TESOL member and the opportunity to become a **member of TESOL International**. Maryland TESOL has one (1) complimentary TESOL International membership to offer, so if you are a Maryland TESOL member in good standing, will be a first-time member of TESOL International, and interested in this benefit, please contact Sherry Lyons, President, at [president@mdtesol.org](mailto:president@mdtesol.org) by Friday, March 16, 5 p.m. ***This benefit is offered on a first-come, first-served basis.***

### **PLEASE NOTE: Must meet the following eligibility criteria**

- Member in good standing with Maryland TESOL
- Will become a first-time (**new**) member of TESOL International

Complete a TESOL membership application with the name of our affiliate (Maryland TESOL) listed as the name of the referrer (please contact the President of MDTESOL at [president@mdtesol.org](mailto:president@mdtesol.org) to receive application information)





Are you a *member*  
interested in submitting  
articles for MDTESOL?

Submission Guidelines for the MDTESOL  
Newsletter (2017-2018)

Submissions are divided by interest sections, and they are divided in the following: one **Lead Article** and one **What Works** article.

- ◇ **What Works** articles should be very hands-on and practical, about something that works well in the classroom (it could even be a lesson plan)
- ◇ **Lead Articles** are more theoretical in nature (i.e., not about teaching techniques) and they explore a subject in depth

Submission guidelines for articles :

- ◇ Approximately *1200-1300 words for lead articles, 700-800 words for "What Works" articles*. However, with the electronic nature of the newsletter, these word limits are flexible.
- ◇ Electronic submission is required. Articles should use a uniform typeface. Should the text require changes to weight or slope for emphasis, they should be included. ***The author(s) should include a suggested title***

***and byline(s) with name(s) and preferred personal title(s), or the origin of the article.***

- ◇ Email articles to designated MDTESOL newspaper editors, Erica Rivera-Vega and Billie Muñoz at ([newsletter@mdtesol.org](mailto:newsletter@mdtesol.org).) We will send a confirmation.

Appropriate illustrations/ photographs are encouraged. They should be emailed in a high-quality digital format. A caption or short description should be included with each picture. These may appear as captions and as verbose descriptors for those readers with visual impairments.

Interest Sections:

- ◆ Adult Education
- ◆ Advocacy Interest
- ◆ Elementary Education
- ◆ Graduate Student
- ◆ Higher Education
- ◆ Program Administration
- ◆ Secondary Education
- ◆ Teacher Education/  
Professional Development
- ◆ ESOL Student Essay
- ◆ The Circuitous Path  
(stories of how you became a teacher)

## MARYLAND TESOL

Maryland TESOL is a professional, non-profit association dedicated to the improvement and advancement of teaching English to speakers of other languages. Maryland TESOL is an affiliate of **TESOL**, the international organization of professionals interested in teaching English to speakers of other languages.



## Maryland TESOL

E-mail:  
website@mdtesol.org



### Executive Board

<b>Past President:</b>	Karen Blinder
<b>President:</b>	Sherry Lyons
<b>1<sup>st</sup> Vice President:</b>	Luis Pentón-Herrera
<b>2<sup>nd</sup> Vice President:</b>	Ashley Jenoff
<b>Treasurer:</b>	Rosie Verratti
<b>Secretary:</b>	Diana Siemer

### Interest Sections

<b>Adult Education:</b>	Chair: Jose Torres Chair-Elect: Dave Cecil
<b>Advocacy Interest:</b>	Chair: Nicole Obregon Chair-Elect: Tara Theroux
<b>Elementary Education:</b>	Chair: Katie Miller Chair-Elect: Elizabeth Phillipson
<b>Graduate Student:</b>	Chair: Grace Belz Chair-Elect: April Wagner
<b>Higher Education:</b>	Chair: Adrienne Betancourt Chair-Elect: TBA
<b>Program Administration:</b>	Chair: Tamara Jones Chair-Elect: Bradley Knieriem
<b>Secondary Education:</b>	Chair: Paige Dobbertin Chair-Elect: TBA
<b>Teacher Education/Professional Development:</b>	Chair: Debra Suarez Chair-Elect: Traci Eckhaus

<b>Marketing &amp; Outreach Coordinator</b>	Karen Blinder
<b>Technology &amp; Digital Communication Coordinator</b>	John Hepler
<b>Newsletter Team</b>	Editor: Erica Rivera-Vega Co-editor: Billie Muñoz

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### Are You Receiving emails from MD TESOL?



Have you been receiving emails from MDTESOL? If not, you may need to add [website@mdtesol.org](mailto:website@mdtesol.org) to your list of "safe senders" in your email account. That way you can stay informed about all the exciting Interest Section events, advocacy issues, and conferences that MDTESOL offers throughout the year.