Empowering English Learners for Today’s Challenges: Content, Collaboration, Community

Sponsored by
Kennesaw State University, Bagwell College of Education
Clinical Experiences, Placements and Partnerships and the Georgia Department of Education, Title III and ESOL

Kennesaw State University Center
3333 Busbee Drive, Kennesaw, GA

February 6 and February 7—Elementary School Focus
February 8—Middle and High School Focus

Program printing sponsored by
Dear Colleagues,

Greetings! It is that time of year again when teachers from across Georgia gather together to focus on a growing demographic in our state – English learners. In keeping with the sixteen-year tradition of the ESOL Conference, the Planning Committee has developed an outstanding program that has the potential to meet all conferees’ needs – whether you are here as a newcomer or a long-standing returnee.

Empowering English Learners for Today’s Challenges: Content, Collaboration, Community captures the essence of the sessions you will engage in throughout the day. Some of you will want to participate in multiple sessions under one of the five strands of the conference, while others will want to attend sessions within multiple strands. Either approach will facilitate your professional learning and ability to ensure that ELs receive the high-quality instruction they deserve.

We at KSU are grateful for the partnership we have with the Georgia Department of Education Title III-ESOL Department that allows us to co-sponsor the state’s largest ESOL conference. Because of support from more than 100 school systems throughout the state, we have the honor of hosting the event on the Kennesaw State University campus. We greatly appreciate this opportunity and you, the committed educators who on a daily basis structure engaging and meaningful learning experiences for our English learners, for being here.

I extend my best wishes for a stimulating, exhilarating, and motivating conference where you will expand your repertoire of innovative practices to meet the needs of your students and reduce the achievement gap between English learners and learners who are native speakers of English. Enjoy a productive exchange of ideas and network with conference attendees. Be sure to bring a colleague with you to the 18th Annual ESOL Conference in 2019!

Professionally yours,

Arlinda J. Eaton, Ph.D.
Dean
Bagwell College of Education
Kennesaw State University
Dear Colleagues,

Welcome to the seventeenth annual Kennesaw State University (KSU) ESOL Conference! I would like to take this opportunity to commend KSU Bagwell School of Education for its demonstrated efforts at encouraging the professional development of our ESOL educators. Every year the attendance to this conference continues to grow which is a testament to KSU’s and your continued commitment and dedication to meeting the needs of all the English learners across Georgia.

This year’s theme, “Empowering English Learners for Today’s Challenges: Content, Collaboration, Community,” is especially relevant. It captures quite succinctly the three areas in which our English learners will need to develop mastery to ensure that they are college and career ready. It also highlights the exciting opportunities available for you to become engaged as active participants at this conference with the keynote speakers, the workshop presentations, the exhibits, and your colleagues.

The rest of the Georgia Department of Education ESOL & Title III team is here: Cori, Tammie, Meg, Dely, and Adria (our newest member). If you see one of us, please take a moment to say hello! We would love to meet you or to reconnect to hear about your conference experiences.

Once again, on behalf of the Georgia Department of Education ESOL & Title III Unit, thank you being here and for all you do for our English learners.

Sincerely,

Dr. Jacqueline C. Ellis, NBCT State ESOL Program Specialist ESOL & Title III
Georgia Department of Education

Cory Alston, Program Manager
Dr. Meg Baker, Title III Specialist, (North)
Dely Roberts, Title III Program Specialist (Middle)
Tammie Smith, Title III Program Specialist (South)
Table of Contents

Kennesaw State University
17th Annual ESOL Conference

ESOL Executive Committee ................................................................. 5
Keynote Speakers ............................................................................. 6
Conference Schedule ......................................................................... 10
General Information ........................................................................... 11
Sponsorship Partners .......................................................................... 12
Schedule Planner ................................................................................ 13
Presentation Types ............................................................................... 14
Session Workshops ............................................................................. 15-44
Map of KSU Center ............................................................................ 45
Exhibitor List & Locations .................................................................. 46
The 17th Annual ESOL Conference was planned and coordinated with a dynamic team of educators and partners from Kennesaw State University, the surrounding school districts, and the community. Within the university, TESOL Program faculty in the Department of Inclusive Education have been pleased to support the work of KSU’s Clinical Experiences, Placements and Partnerships (CEPP) to provide a quality professional learning experience focused on working with Georgia’s culturally and linguistically diverse students.

The partnership with the Georgia Department of Education, Title III and ESOL has also been critical to the success of this event.

Special thanks go to the members of the fabulous ESOL Conference Planning Committee who dedicated their time and expertise in making sure this event is a rewarding, informative, and significant experience.

Cori Alston, GaDOE/Program Manager
Barbara Beaverson, Fulton County Schools
Katie Bennett, Kennesaw State University
Paula Camp, Bartow County Schools
Jacqueline Ellis, GaDOE / Title III/ESOL
James Gambrell, Kennesaw State University
Adria Griffin, GaDOE/Title III/ESOL
Kristi Hislope, University of North Georgia
Felicia Ingram, Paulding County Schools
Nihal Khote, Kennesaw State University
Karen Kuhel, Kennesaw State University
Connie Lane, Kennesaw State University
Margaret McKenzie, Atlanta City Schools
Maria Montalvo, Kennesaw State University
Chantal Normil, Clayton County Schools
Amanda Richey, Kennesaw State University
German Suarez, Cobb County Schools
Teri Harris, Paulding County Schools
Torrie Voss, Fulton County Schools
Kerry Voytek, Cherokee County Schools
Elizabeth Webb, Gwinnett County Schools
Mae Wlazlinski, Cobb County Schools

Helping to spread the word about the conference were the ESOL Program Directors from across the state, but especially those within the KSU partnership community. A special thank you to all who distributed copies of the ESOL Conference Announcement flyer, made additional copies, called your colleagues, or encouraged registration. You have all been invaluable to the coordination of this event.

Finally, a conference of this size requires year-round work by CEPP staff members, led by conference coordinator Ms. Donna Fitzgerald and the amazing CEPP staff—Dr. Kim Gray, Ms. Arlean Paige, Ms. Michelle Davidson, Ms. Lois Leahy and Ms. Brooke Payne—have been crucial in planning key features of the conference. Warm congratulations and heartfelt thanks for their efforts on behalf of Georgia’s ESOL students and their teachers!

Have a wonderful conference experience!
ImagineLearning proudly presents our

KEYNOTE SPEAKER
February 6, 2018

Tonya Ward Singer

Tonya Ward Singer is a literacy and language consultant who helps K-12 educators transform teaching for equity and EL achievement. Teachers and administrators describe her work as ground-breaking, dynamic, practical, relevant, and impactful.

Tonya’s bestselling book Opening Doors to Equity: A Practical Guide to Observation-Based Professional Learning empowers teachers to lead deep, collaborative professional learning. Opening Doors to Equity was recognized by the U.S. Department of Education via Teach to Lead’s Leadership Lab, and featured in a spotlight by the Gates Foundation. Her new book EL Excellence Every Day: The Flip to Guide to Differentiating Academic Literacy is the go-to resource to help core teachers ensure English Learners, and all students, thrive with rigorous literacy.

Tonya has co-authored EL and literacy curricula for major publishers including Scholastic, Pearson/Longman and Oxford University Press. Tonya has taught across multiple grade levels as a core teacher, a reading specialist, an EL specialist, and thrives as an international consultant helping schools realize the vision that every student can excel.

A parent, poet and salsa dancer, Tonya is fluent in Spanish and can negotiate the price of a tomato in Mandarin Chinese. Connect with Tonya on Twitter @TonyaWardSinger or via her website www.tonyasinger.com.
proudly presents our

KEYNOTE SPEAKER
February 7, 2018

Diane Steahr Fenner

Diane Steahr Fenner, Ph.D. is the president of SupportEd, LLC (www.GetSupportEd.net). SupportEd is a woman-owned small business based in the Washington, DC area that provides educators of ELs the skills and resources they need to champion ELs’ success within and beyond students’ classrooms. At SupportEd, Diane serves as project lead for all the team’s work providing EL professional development, programmatic support, and research to school districts, states, organizations, and the U.S. Department of Education.

Diane is an author of four books, a blogger for the Colorín Colorado website, and a frequent keynote presenter on EL education at conferences across North America. Prior to forming SupportEd, Diane was a research associate at George Washington University’s Center for Excellence and Equity in Education and spent a decade as an ESOL teacher, dual language assessment teacher, and ESOL assessment specialist in Fairfax County Public Schools, VA.

She also taught English in Veracruz, Mexico and Berlin, Germany. Diane earned her Ph.D. in Multilingual/Multicultural Education with an emphasis in Literacy at George Mason University.

She lives in Fairfax, VA with her husband and three kids who are in a Spanish immersion program in their public school. She’s married to a graduate of Pebblebrook High School in Mableton, GA. Diane speaks fluent Spanish and German, grew up on a dairy farm in Central New York State, and is a first-generation college graduate. You can connect with her via email at Diane@GetSupportEd.net or on Twitter at @DStaehrFenner.
Stephaney Jones-Vo

Stephaney Jones-Vo, MA, graduated from Iowa State University, with coursework at Northern Arizona State University and the University of Nantes, France, specializing in TESL (Linguistics) and French. Rooted in both classroom pedagogy and personal refugee sponsorship, Jones-Vo provides professional development on K–12 and adult ESL and diversity topics for numerous school districts across the United States and in Canada. In addition, she has designed and delivered ESL curricula for a variety of medical programs; developed and taught job-specific ESL classes for manufacturing and hospitality industries; and consulted with and presented at universities, state agencies, and medical schools. As a seasoned educator, Jones-Vo dedicated 10 years to founding and teaching a successful K–12 ESL program.

Her advocacy and personal involvement in the refugee resettlement process motivated Jones-Vo to serve as project director for two federal Title III grant programs in the Des Moines Public Schools, as well as to teach a variety of graduate classes for educators of ELs.

As an ESL/diversity consultant at Heartland Area Education Agency, Jones-Vo supports multiple school districts through professional development, and is a frequent presenter at state, national, and international conferences. Jones-Vo has published numerous articles in magazines, journals, online publications, and coauthored numerous book chapters. Her first book, coauthored with Shelley Fairbairn, is Differentiating Instruction and Assessment for English Language Learners: A Guide for K–12 Teachers (Caslon, 2010). Their collaboration produced a second book, Engaging English Learners through Access to Standards: A Team-based Approach to Schoolwide Student Achievement, Corwin, (2016).

A co-recipient of the Iowa Governor's First in the Nation in Education (FINE) Award, Jones-Vo also received the Beyond the Horizon Award for exemplary teaching and advocacy for ELs, and the Governor's Volunteer Award (four times) for service through the Iowa Bureau of Refugee Services. She was recognized with an Outstanding Alumni Award from Drake University in 2010.
A Special Thank You to Our Art Students

A special thank you to Katia Lord and the art students of Kennesaw State University for participating in our ESOL conference and taking time to design options for covers for our program. We are so grateful for their time and attention to our conference and look forward to many more years of collaboration with our KSU students and faculty members.

Angelica Montealegre
conference program cover

My name is Angelica Gysseth Montealegre and I am a senior in the Graphic Communications program at Kennesaw State University. I was born in Bogota, Colombia and moved to the United States at the age of 5. As a young child moving to a different country was an adventure of its own but I soon realized that there was a language barrier between me and everyone around me. What I first thought was going be a life changing experience became a lonely one. It wasn’t until R.M Moore Elementary hired their first ESOL teacher that I began my journey of living the American dream. I will never forget all of the dedication, nurture and care that the teachers gave to me during those first years in school. I will forever be grateful to them for the foundation that they build in my career.

Preston Luk: I am currently a senior studying Graphic Communication at Kennesaw State University planning to graduate the spring semester 2019. I am 25 years old, I am an eagle scout, and I currently have an associate’s degree in science. I am creative, driven, and passionate about design and plan on having a good future in my field. I do not know where I would like to work at this time, but plan on getting an internship my last semester to have something ready for the future.

Rachel Garrison: I am a 22-year-old senior here at Kennesaw State University and I am going to be graduating in the spring with a BFA in Graphic Communications. I decided to go into the College of Art and Design, my sophomore year of college and it was the best decision I made. My favorite thing about this decision is best described through a quote by a graphic designer named Neville Brody, “Digital design is like painting, except the paint never dries”

Kira Kowolik: I’m Kira Kowolik, a senior studying graphic design at KSU. Originally from Canada, I came to the States as a child, and even at an early age had an interest in art. It wasn’t until high school that I knew I wanted to go in that direction for a career and began at the Art Institute of Atlanta. A few years after transferring to KSU I took classes for a minor in Marketing, and art classes such as Publication Design, and Advertising and Packaging. These influences have made me want to go into the design part of advertising for entertainment or commercial industries.

Laura Kate Mindow: I am 23 years old and a senior at Kennesaw State University. I plan to graduate in the spring with a degree in Graphic Communications. In the future, I hope to have a job designing product packaging.

Eryn Speer: I am a senior Graphic Communications major at Kennesaw State University. I plan on graduating in the spring of 2018, and would love to acquire a job doing graphic design in the outdoor industry.
ESOL Conference Overview

Empowering English Learners for Today’s Challenges: Content, Collaboration & Community

Tuesday, February 6- February 7
Elementary School Educators

Thursday, February 8
Middle & High School Educators

Daily Conference Schedule: 7:30 a.m. – 4:00 p.m.

7:30 - 8:30  Registration, Breakfast and Vendor Visits
8:30 - 8:40  Welcome & Introductions
8:40 - 9:40  Keynote Speaker
9:40 - 9:50  Break - Vendor Visits
9:50 - 11:00 Session 1
11:00 - 11:10 Break - Vendor Visits
11:10 - 12:20 Session 2
12:20 - 1:00  Lunch and Vendor Visits
1:00 - 2:10  Session 3
2:10 - 2:20  Snack Break and Vendor Visits
2:20 - 3:30  Session 4
CONFERENCE COURTESY
To ensure a pleasant experience for all participants, please arrive early to your session, silence all cell phones during the session, and smoking is prohibited in all KSU buildings.

NAME BADGES
Please wear your name badge at all times. If you are attending the conference multiple days, please pick up a new nametag for each day at the registration desk.

WORKSHOP SESSIONS
Workshops will be presented at varying times throughout the ESOL Conference. Please refer to the daily schedule. If the room of your first selection is full, please select another session. Use the Conference Planner to help you plan your conference experience.

SESSION HANDOUTS
Presenters can provide KSU with presentation slides and handouts from breakout sessions. Those collected will be made available to all attendees after the conference on the KSU/CEPP/ESOL website.

LUNCH
Lunch is available from 12:00pm to 1:00pm. The afternoon workshops begin promptly at 1:00pm. The designated area to pick up lunches and drinks is in the annex/rear of Room 400.

CONFERENCE EVALUATIONS / SURVEYS
The overall conference evaluation is available online. Please use the QR code located in your conference program to access the survey. You can also access the survey from the ESOL webpage located at http://bagwell.kennesaw.edu/special-events/esol-conference/. We appreciate your feedback. We will use your input for planning future conferences.

INTERNET
You may access KSU’s Wi-Fi by using the network name KSU Guest and the password kennesaw.

LOST & FOUND
Please visit the KSU Information desk to turn in or inquire about items.

SPECIAL ASSISTANCE & INFORMATION
Please visit the registration desk in the main lobby if you require special assistance while at the conference. Volunteers are available to assist you as well.

TO REPORT ANY TYPE OF EMERGENCY
In the event of an emergency, please notify someone at the registration desk of the situation.

FIRE MARSHAL REGULATIONS
Fire marshal regulations will not permit standing or sitting on the floor in breakout rooms or the main hall during the session.
Thank You to Our Sponsors!

Platinum Sponsors
Imagine Learning

Silver Sponsors
Lexia Learning
Kennesaw State University Alumni Association

Bronze Sponsors
Ballard & Tighe Publishers
Benchmark Education Company
Corwin Publishers
Dodge Learning Resources/Continental Press
GrapeSEED
Kaplan Early Learning Center
National Geographic Learning/Cengage
Professional Association of Georgia Educators (PAGE)
Project ELL
Velazquez Press
Voyager Sopris Learning

Vendors
Caslon, Inc.
James McHugh
McGraw Hill Education
Secondary & Middle Grades Program, Bagwell College of Education
Townsend Press
<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30-8:30</td>
<td>Registration &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>8:30-8:40</td>
<td>Welcome, Conference Overview</td>
<td>400</td>
</tr>
<tr>
<td>8:40-9:40</td>
<td>Keynote Speaker</td>
<td>400</td>
</tr>
<tr>
<td>9:40-9:50</td>
<td>Break &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>9:50-11:00</td>
<td>Workshop Session 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
<tr>
<td>11:00-11:10</td>
<td>Break &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>11:10-12:20</td>
<td>Workshop Session 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
<tr>
<td>12:20-1:00</td>
<td>Lunch</td>
<td>Behind 400</td>
</tr>
<tr>
<td>1:00-2:10</td>
<td>Workshop Session 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
<tr>
<td>2:10-2:20</td>
<td>Break &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>2:20-3:30</td>
<td>Workshop Session 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
<tr>
<td>①</td>
<td>English Language Arts</td>
<td>②</td>
</tr>
<tr>
<td>③</td>
<td>Science</td>
<td>④</td>
</tr>
<tr>
<td>⑤</td>
<td>Art</td>
<td>⑥</td>
</tr>
<tr>
<td>⑦</td>
<td>Health/PE</td>
<td>⑧</td>
</tr>
<tr>
<td>⑨</td>
<td>Foreign Language</td>
<td>⑩</td>
</tr>
<tr>
<td>⑪</td>
<td>Other</td>
<td>⑫</td>
</tr>
</tbody>
</table>

**Presentation Types**

**T = Technology:** Topics in this area include: flipped classroom, teaching creativity and innovation, teaching communication and collaboration, library and educational resources, virtual classrooms, student-directed learning, communities of practices and learning communities, social networking and collaboration tools, planning for technology, technology tools for the classroom.

**F = Family Engagement:** Topics in this area include: school and community partnerships, school and family relationships, involvement, programs, guidance, family support, social services, communicating with multi-generational households and non-traditional family units, welcoming environment, parent liaisons, home visits, understanding cultural and language barriers and parent involvement

**C = Collaboration:** Topics in this area include: collaboration in teaching models, motivation, reflection, engagement, increased efficiency and effectiveness of co-teaching, communication, shared goals, networking, professional learning communities, advocacy, and collaborative teaching.

**D = Differentiation/Student Achievement:** Topics in this area include: All content areas covered, assessments of learning, pedagogy and strategies to assist with ELs who are gifted or who have special needs, constructed response testing strategies
Tuesday Morning at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>9:50 am – 11:00 am</th>
<th>11:10 am -12:20 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>ESL Parent Involvement and Outreach (Getting them on board)</td>
<td>English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
</tr>
<tr>
<td>182</td>
<td><strong>Helping the Unmotivated Student</strong></td>
<td>Practical Ways to Implement SIOP on a Daily Basis</td>
</tr>
<tr>
<td>213</td>
<td>Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students.</td>
<td>Aligning the Universal Design for Learning Model to the WIDA Framework and the need for English learners to engage in high leverage literacy practices in every classroom</td>
</tr>
<tr>
<td>217</td>
<td>Early Literacy Strategies for English Learners</td>
<td>Academic Language in Reading Instruction</td>
</tr>
<tr>
<td>225</td>
<td>Using Technology to Improve Language Skills and Learning</td>
<td>Create an Online RTI for ELs Notebook using One-Note</td>
</tr>
<tr>
<td>242</td>
<td><strong>Story Telling Cuentos of My Life</strong></td>
<td><strong>Story Telling Cuentos of My Life</strong></td>
</tr>
<tr>
<td>244</td>
<td>RTI Guidance for ELs</td>
<td>One Stop Shop, Please</td>
</tr>
<tr>
<td>248</td>
<td>Together We are Better- Co-Teaching ELLs Within the General Education Setting</td>
<td>Toolbox strategies for motivation</td>
</tr>
<tr>
<td>300</td>
<td>Strategies to Motivate and Engage EL Learners</td>
<td>Raising EL Achievement through Peer Observation Inquiry</td>
</tr>
<tr>
<td>460</td>
<td>Strategies to Teach Writing to ESOL Students</td>
<td>Starting a Family Engagement Program from Scratch.</td>
</tr>
<tr>
<td>462</td>
<td>Evidence-based Instruction and Assessment of Cross Curricular Academic Vocabulary and Literacy for ELS</td>
<td>Active, Dependable, Differentiated Strategies For All Learners</td>
</tr>
</tbody>
</table>
**Tuesday**

*9:50 AM - 11:00AM*

**Rm. 174: ESL Parent Involvement and Outreach (Getting them on board) ((① F) Presenters Margaret Ruth Steedley, EL Teacher, Pierce County Schools**

The presentation will help increase parent engagement and support as well as helping the parents learn English as their second language.

**Rm. 182: Helping the Unmotivated Student ((⑫ TCD) Presenters Karen Peralta, Lead ESOL Teacher, Pierce County Schools**

This session will focus on the unmotivated learner. We will work on uncovering the real problem and finding real solutions. We will look at some case studies as examples and then will break out into pairs or small groups to work on finding solutions for your specific unmotivated learner.

**Rm. 213: Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students ((⑪ FCD) Presenters Jan Anglade, ESOL Teacher, DeKalb County Schools**

This presentation is designed for educators who wish to deepen their expertise creating and implementing meaningful pre-instructional activities, (commonly known as “sponge activities”. Academic sponge activities should be a fun and engaging way to welcoming the students to the classrooms as well as increasing their language acquisition. In this session, the presenter will share diverse pre-instructional activities that have been successfully implemented working with students at the Entering/Beginning levels of English language development.

**Rm. 217: Early Literacy Strategies for English Learners ((① TCD) Presenters LaTonya Simmons, Teacher on Special Assignment-District Support, Atlanta Public Schools**

Join us for a fun and engaging session that will ignite your passion for teaching early literacy skills to ELs. This is not your typical sit-down session. This session is designed to provide teachers with strategies that can be used to develop early literacy skills. Participants will explore oral language development, concepts of print, phonological awareness, and alphabet awareness. Participants will engage in demonstration that can be used in the classroom with students and have the opportunity to make and take activities back to school. Finally, participants will have the opportunity to continue receiving support through my Google School environment.

**Rm. 225: Using Technology to Improve Language Skills and Learning ((⑫ TCD) Presenters Katherine Stieber and Aileen Pruitt, ESOL teachers, Cobb County Schools**

Our students have grown through the use of instructional technology. Join us to learn how we use Adobe Spark, Flip grid, Explain Everything, and more to help enhance our instruction and grow our students’ listening, speaking, reading, and writing skills. Not only will we share examples of what our students have done using these various technologies, but we will allow people to have some hands-on experience using these various technologies. At the end of our session educators will be able to leave with the ability to utilize these technologies to enhance their instruction and improve students’ language skills and learning.

**Rm. 242: Story Telling Cuentos of My Life ((① CD) Presenters Mark Thompson and Amanda Luper, ESOL Teacher and Academic Facilitator, Cherokee County Schools**

The Cuentos de Mi Vida Story sharing Project is an ongoing collaboration between Hasty Elementary School in Cherokee County and the TESOL Program in the Department of Inclusive Education at Kennesaw State University. Directed by Dr. Linda Shuford Evans, the purposes of the project are to promote multilingualism and multiliteracies, engage emergent bilingual students in meaningful and productive literacy experiences, strengthen home-school partnerships, provide future teachers with authentic experiences with linguistically and culturally diverse learners, highlight the strengths of all community members, and engage students and future teachers as researchers. The project uses a variety of methods including conferencing, photography and multimedia to showcase the students’ work. The culminating event each semester is a visit by the students to the university.

**Rm. 244: RtI Guidance for ELs ((⑪ D) Presenters Tammy Strickland and Susan Gillard, ESOL Teachers, Fayette County Schools**

The use of an intentional Response to Intervention component for ELs provides the expert lens needed when data from Tier 1 instruction and data from ESOL services indicate there may be more than L1 involved in academic difficulties. The presentation will provide the infrastructure necessary for using RtI guidance for ELs and will explore the appropriate pieces of the puzzle. Participants will be equipped to implement pieces of this framework into their school’s RtI process.
Rm. 248: Together We are Better: Co-Teaching ELLs With-in the General Education Setting. (TCD) Presenters Georgia Branson and Megan Mayfield, ESOL Teacher and Classroom Teacher, Cherokee County Schools
The proposed presentation allows teachers to see the co-taught model in action from the planning phase through assessment. In order to provide EL students with an appropriate educational experience, it is imperative that both the general education teacher and ESOL teacher understand their roles in their collaborative relationship. EL students need additional support in the general education setting along with opportunities to interact with their English-Speaking peers. This demonstration will provide the participants the opportunity to listen to two collaborative teachers who have worked together for several years to effectively utilize the push-in model. The presentation will include planning, grouping, whole group strategies, ways to incorporate differentiated centers using ELP levels, innovative technology tools to aid in incorporating all four language domains, assessment options, and how to include EL parents in the learning process.

Rm. 300: Strategies to Motivate and Engage EL Learners (TCD) Presenters Norrie Mills and LaShawn White, professional learning facilitators, DeKalb County Schools
This session will provide the research and skills for effectively implementing engaging strategies for diverse learners. Participants will be actively involved in several activities that aim to enhance classroom instructional practices. In addition, participants will utilize tools that aim to motivate EL learners and identify patterns of learning.

Rm. 460: Strategies to Teach Writing to ESOL Students. (TCD) Presenters Tara Light, ESOL Teacher, Cobb County Schools
One of the most challenging things to teach is how to revise your work in any subject but it is the most difficult thing for young writers. The process of revision can be more overwhelming for an ESOL student. It is important that students understand that there are different components to writing a story. Students need to develop strategies to evaluate their writing. Phyllis Whitney famously wrote, “Good stories are not written. They are rewritten.”

Rm. 462: Evidence-based Instruction and Assessment of Cross Curricular Academic Vocabulary and Literacy for ELLs (TCD) Presenters Mae Wlazlinski, Director, ESOL/Title III, Cobb County Schools; John Kresky, President, Summit K12; Jeff Chandler, Ed.D. Consultant; Arleen Folorunsho, Consultant, Danielle Harper, Consultant; Yael Fisher, ESOL teacher; Mallory Rozelle, ESOL teacher, Cobb County Schools
This presentation discusses and shows the concerted efforts of a district to collaboratively implement an instructional and formative assessment program that allows technology-rich lessons and activities and ongoing tracking of use and effect of interventions. Presenters will engage participants in activities that improve literacy and content vocabulary of ELs.

Tuesday
11:10 AM-12:20PM

Rm. 174: English Learners’ Acquisition of Academic Language to obtain Reading Comprehension Skills (CD) Presenters Mishka Barnes, ESOL Teacher, Atlanta Public Schools
Within the last decade, a large number of English Learners (ELs) have enrolled in the American School system. Many American schools have provided additional programs to support and instruct ELs in their school system. However, some teachers may not understand how to support these students in the classroom. Classroom teachers need to utilize different strategies to teach these students how to read. This presentation will provide and discuss helpful instructional strategies to help ELs gain academic language in a classroom setting.

Rm. 182: Practical Ways to Implement SIOP on a Daily Basis (CD) Presenters Jennifer Grimes, ESOL Teacher, Forsyth County Schools
The SIOP (Sheltered Instruction Observational Protocol) model is an instructional resource that will facilitate making content comprehensible for all learners at any grade level. In this presentation, we are sharing with educators adaptable SIOP model strategies teachers can embed into a variety of lessons and multiple content areas on a daily basis.
Rm. 213: Aligning the Universal Design for Learning Model to the WIDA Framework and the need for English learners to engage in high leverage literacy practices in every classroom (CD) Presenters Maria Montalvo, assistant professor and Joya Hicks, associate professor, Department of Inclusive Education, Kennesaw State University.
Recent advances in technology have given teachers a range of tools to assist in the education of all students whether they are English Learners, students with disabilities, gifted, and/or are typically achieving. These tools range from simple adaptations of equipment (low tech) to cutting-edge software and hardware (high tech). All of these assistive technologies are designed for teachers to affect the students’ abilities to access and master the curriculum in new and innovative ways. Blending these technologies with the philosophies of Universal Design for Learning (UDL) and the WIDA framework will enable teachers to visualize how to support all learners and be better prepared to impact the learning opportunities of English Learners, specifically, in their language and literacy development.

Rm. 217: Academic Language in Reading Instruction (TD) Presenters Catherine Bunch, Lexia Learning.
Learn what reading science has to say about how we can help more of our students read proficiently, and why academic language is such a critical component in achieving reading success. Beginning with an overview of findings from reading science research on the importance of academic language, this session will connect research to instruction and translate those research findings to success in the classroom through reading instruction. This PowerPoint Presentation is based off of research conducted by the Florida Center for Reading Research, and how Lexia RAPID Assessment and Lexia Reading Core5 support academic language.

Rm. 225: Create an Online RTI for ELs Notebook using One-Note (TD) Presenters Debra Collins, ESOL Teacher, Cobb County Schools
With the assistance of my ESOL administrator and local Technology Expert, I have compiled an interactive folder for the express use of the regular classroom teacher when gathering documentation for RTI. We used OneNote and shared it on Office 365.

Rm. 242: Story Telling Cuentos of My Life (CD) Presenters Mark Thompson and Amanda Luper, ESOL Teacher and Academic Facilitator, Cherokee County Schools
The Cuentos de Mi Vida Story Sharing Project is an ongoing collaboration between Hasty Elementary School in Cherokee County and the TESOL Program in the Department of Inclusive Education at Kennesaw State University. Directed by Dr. Linda Shuford Evans, the purposes of the project are to promote multilingualism and multiliteracies, engage emergent bilingual students in meaningful and productive literacy experiences, strengthen home-school partnerships, provide future with authentic experiences with linguistically and culturally diverse learners, highlight the strengths of all community members, and engage students and future teachers as researchers. The project uses a variety of methods including conferencing, photography and multimedia to showcase the students’ work. The culminating event each semester is a visit by the students to the university.

Rm. 244: One Stop Shop, Please (TC) Presenters La-Tonya Simmons, Teacher on Special Assignment-District Support, Atlanta Public Schools and Jayson Hammett, Project Manager, Project ELL
Tick-Tock, Tick-Tock as ESOL teachers we can all relate to the countless hours spent completing ESOL compliance paperwork, creating data charts, and pulling reports from numerous platforms to capture data on our ELs. Wouldn’t it be great to have a one stop shop? Well, fret no more, in this session, you will learn how one school district’s ESOL department has taken their lost instructional time back by transitioning to a customizable ELL solution, Project ELL. Participants will learn about the software called Project ELL and how the implementation of this software has cut back on the time teachers spend completing mounds of paperwork, creating data charts, pulling reports, and instead focuses conversations on areas of need to help drive decision making at the district, campus, and individual student level. Participants will have the opportunity to explore components of the Project ELL platform and ask questions about the implementation.

Rm. 248: Toolbox strategies for motivation (TCD) Presenters Cathie Siebert, assistant principal and Rose Wichterman, ESOL Teacher, Cobb County Schools
Teachers are the #1 predictor of students’ success; therefore, communication strategies set the tone of the learning environment. In this workshop, you will learn application of motivation strategies for ESOL students to support behavior and emotional needs. The strategies are based on goal setting, specific feedback, and scaffolding techniques that have worked successfully for 10 years at a Title 1 high performing school with high ELL population.

Rm. 300: Raising EL Achievement through Peer Observation Inquiry (TCD) Presenters Tonya Ward Singer, author and international consultant
Learn to lead peer observation inquiry—a collaborative protocol for deep professional learning. Engage in an interactive simulation to hone your observation superpowers and learn collaboration to elevate EL achievement Collaborate to plan action steps to leverage the power of peer observation in your setting. Materials include ready-to-use resources from Tonya.
Rm. 460: Starting a Family Engagement Program from Scratch (FCD) Presenters Maria Howell, ESOL Coordinator and Erin Gonzalez, Family engagement Facilitator, Newton County Schools

In this presentation, we will share how we developed our Title III Family Engagement Program to support parents of ELs and immigrant students. We will share how we used parent survey data to determine the parents’ needs and how we have worked with schools to create a district wide program. We will share some of the challenges we faced and how we overcame those obstacles. Additionally, we will share examples of the workshops we have provided within the program. Our program has included the following workshops and resources for our parents of ELs and immigrants: ESL Classes, Active Parenting for School Success, Basic Computer Classes for Parents, College Readiness, local fieldtrip to the county library, a Community Fair for ELs and Immigrant families. Additionally, we have a Title III Family Engagement Facilitator to support our families of ELs and immigrant students.

Rm.462: Active, Dependable, Differentiated Strategies for All Learners (D) Presenters, Jane Moore, Social Studies Teacher, NBCT, Atlanta Public Schools

Participants will learn by doing, creating and playing games. Teachers will work on differentiated assessments, with a graphic component, and two writing pieces including poems and paragraphs. Teachers will also learn an original review game, which helps E.S.O.L learners retain and remember vocabulary more easily and in a fun way. This kinesthetic session helps all types of learners, but especially E.S.O.L student.

Your opinion matters to us. Please take the Conference survey at:

https://kennesaw.co1.qualtrics.com/jfe/form/SV_40kYhYyir1GAbhX
## Tuesday Afternoon at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>1:00 pm – 2:10 pm</th>
<th>2:20 pm – 3:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>ESOL Instruction: Revitalized</td>
<td>F.A.M.E. (Family Achievement Makes Excellence)- Opening Doors for ESOL Families</td>
</tr>
</tbody>
</table>
| 182  | PART 1 What do evidence-based practices look like for Title III under the ESSA?  
   THIS IS A 2-PART SESSION | PART 2 What do evidence-based practices look like for Title III under the ESSA?  
   THIS IS A 2-PART SESSION |
| 213  | Engage, Empower, and Transform: grassroots organizing and community building approach to parent engagement | Graphic Novels: A Tool for the EL Classroom |
| 217  | Culturally- Relevant Teaching: Connecting Home, School, Community, and the World | Writing with WIDA: Cultivating EL Writers |
| 225  | Parent Engagement is a FIESTA! | ESOL Support All Day, Every Day—Can we make it happen? |
| 242  | Using Technology to Improve Language Skills and Learning | Pieces of the Puzzle: Building a Successful Oral Language Foundation |
| 244  | Co-teaching ELLs | Together We are Better- Co-Teaching ELLs Within The General Education Setting. |
| 248  | My Go-To Book / Differentiated Binder for ELL’s | Imagine Math |
| 300  | Everyday Differentiation to Meet Diverse EL Needs | How to Engage Parents from Different Cultures |
| 460  | ESOL Collaboration 2.0: Professional Development Blogging | ESOL Collaboration 2.0: Professional Development Blogging |
| 462  | English Learners 101: Helping Content Teachers Understand the Fundamentals | Imagine Learning at Lake Forest Elementary |
| 464  | Imagine Learning at Lake Forest Elementary | |
Tuesday
1:00PM-2:10PM

Rm. 174: ESOL instruction: Revitalized (CD) Japrita Washington, ESOL Department Chair, Gwinnett County Schools
This course was created to give teachers a fresh perspective on teaching English Learners by affording them an opportunity to SWRL (speak, write, read, listen) each day in class. Participants will explore different possibilities for student grouping and class scheduling for ELs and instructional practices designed to meet the language acquisition needs of students with varying levels of proficiency. These strategies are intended to be practical and applicable across grade levels and instructional settings.

Rm. 182: What do evidence-based practices look like for Title III under the ESSA? PART 1 (This is a double session presentation) (CD) Presenters Margaret Baker, Title III Education Program Specialist; Tammie Smith and Dely Roberts, Georgia Department of Education
Session 1: Under ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are “evidence-based”. In this session, school teams (teachers + leaders) will collaborate to identify the level of evidence a specific intervention and instructional practice has on improving English Learner student outcomes. Session 2: After seeing the Logic Model one school or system is working on, school teams will discuss how to design a school-based system for verifying ongoing efforts to examine the effects of the activities, strategies, or interventions they are using with English Learners.

Rm. 213: Engage, Empower, and Transform: grassroots organizing and community building approach to parent engagement (F) Presenters Jose M. Osorio, Teacher, Bolton Academy and Joana Garcia, Community Specialist, Atlanta Public Schools
In an effort to increase parent participation, Atlanta Public Schools’ Office of ESOL & World Languages uses grassroots organizing and community building approach to parent engagement; the intent behind the efforts is to forge partnerships between the district, parents, teachers, and communities in order to increase student success. APS took the task of building on the parents’ own funds of knowledge, taught self-advocacy, and provided leadership opportunities. Parent empowerment has resulted in the establishment of the Latino Association for Parents of Public schools “LAPPS.” LAPPS serves to empower members to remove the barriers from the educational system. By creating an opportunity for parents to lead and conduct their own parent workshops, the LAPPS group is making an effort to transform school communities. This transformation involves making connections between schools, teachers, and Latino parents, creating responsive cultural events for school communities, and educating Latino parents about the educational system and their role in their children’s education. LAPPS supports the Latino communities by working with them one-on-one; respecting parents’ values and perspectives is at the core of their work.

Rm. 217: Culturally-Relevant Teaching: Connecting Home, School, Community, and the World (TFCD) Presenters Kim Moore, Educational Consultant, Perfection Learning
In order to assist EL students in the acclimation process, culturally-relevant teaching strategies can assist in producing connections between home, school, and the community for teachers, students, and their parents. During this session, participants will engage in a science and geography unit based on the migration of the Loggerhead Sea Turtle. Using Open Educational Resources and additional resources, the participants will participate inquiry-based learning and real-world problem solving.

Rm. 225: Parent Engagement is a FIESTA! (F) Presenters Brandy Douglas and Kathy Wilcox, ESOL Teachers, Coffee County Schools
Join us to learn how to put the FIESTA into your parent engagement. During this session, the presenter will share resources and strategies that have proven successful for the Coffee County ESOL and Immigrant Family Literacy Program. Coffee County Schools have had a growing ESOL and Immigrant Family Literacy Program for over 8 years now. During that time, they have implemented several successful strategies. With guidance from the presenter, participants will brainstorm and share ideas during this session to be able to leave with a drafted plan to build or enhance their own ESOL and Immigrant Family Literacy Program.

Rm. 242: Using Technology to Improve Language Skills and Learning (CD) Presenters Katherine Steiber and Aileen Pruitt, ESOL Teachers, Cobb County Schools
Our students have grown through the use of instructional technology. Join us to learn how we use Adobe Spark, Flip grid, Explain Everything, and more to help enhance our instruction and grow our students’ listening, speaking, reading, and writing skills.

Rm. 244: Co-teaching ELLs (CD) Presenters Denise Hamby, Teacher, Irwin County Schools
Co teaching today has many challenges. Should we isolate students so they feel more secure in speaking during the class? Should we pull them out to a smaller class setting so
they get more one on one attention? Should the ELL teacher push in to the regular classroom? It is my hope that we can work together to come to a conclusion that is beneficial for all students. We know ELL students need a tremendous amount of support, but we have to determine what is an academically sound solution that can support them throughout the school year and for many years to come. I am confident that this seminar will bring a plethora of new solutions and new ideas to ELL teachers, administrators and support staff.

Rm. 248: My Go-To Book / Differentiated Binder for ELL’s ((12 CD) Presenters Kim Dozier, ESOL Lead Teacher, Savannah-Chatham County Schools
This presentation will help provide teachers with an understanding of the needs of English Language Learners. English Language standards and content domains will be discussed and provided for teachers on a print out. The meaning of differentiation will be discussed and examples will be provided. Teachers will be shown how to determine student language needs by reviewing student ACCESS reports and WIDA Can Do Descriptors. Best Practices will be posted around the room and modeled during the work session. The presentation will provide teachers with a practical way to meet the needs of ELL Learner’s by creating a binder of resources specifically designed to differentiate for ELL’s. The resource binder will be divided by content area / grade levels and tabbed by content standard / topic. Each binder will be designed to fit the needs of the students / teachers using it. Teachers will fill each area with differentiated material for ELL’s; including but not limited to: inventory forms, vocabulary practice video performance task, sentence starters, individual work plans for students, and more. Some templates, examples, and websites will be provided by the presenter. Teachers will have a work session that will allow them to start on their classroom, grade level, or school wide binder. A Google Docs drive will be created so that participants can share resources.

Rm. 300: Everyday Differentiation to Meet Diverse EL Needs ((12 CD) Presenters Tonya Ward Singer, author and international cons
Every EL is unique. Learn a powerful protocol for finding the just-right level of scaffolding in every lesson to reach ELs across different proficiency levels. Through videos and demonstration lessons, experience the distinction between substantial, moderate and light support across four different scaffolds you can use every day. Gain a “Quick Guide to Differentiate Supports” to help you apply learning to easily differentiate any task in your everyday teaching.

Rm. 460: ESOL Collaboration 2.0: Professional Development Blogging ((11 TCD) Presenters Jennifer Pendergrass, Erica Knowles and Jennifer Martin, ESOL Teachers, Bartow County Schools
ESOL teachers have to find creative ways to share critical information with classroom teachers. By setting up an ESOL blog, ESOL teachers can share professional development opportunities in an ongoing way. Participants will hear a panel discussion from a team of teachers who have become professional development bloggers. They will learn how to create their own blogs, edit videos to enrich WIDA and research-based content, and begin to create a professional development plan for their blogs.

Rm. 462: English Learners 101: Helping Content Teachers Understand the Fundamentals ((11 TC) Presenters Elizabeth Webb, Director of English Learner Programs, Gwinnett County Schools
Every school district faces the need to ensure that classroom teachers of ELs have the attitudes and dispositions and the basic knowledge and skills they need to differentiate instruction for English Learners. With a teaching corps of over 12,000 and over 25,000 EL students, the English Learner Programs Office of Gwinnett County Public Schools chose to develop an interactive online course targeting these goals. The course incorporates videos, readings, and resources to introduce teachers to key topics, invites teachers to reflect on their learning, and requires them to score 100% on several quizzes in order to complete the course. This session will provide an overview of the course as a whole and will allow participants to participate in several of the required activities.

Tuesday
2:20PM-3:30PM

Rm. 174: F.A.M.E. (Family Achievement Makes Excellence)- Opening Doors for ESOL Families ((12 F) Presenters Kathy O’Hara-Rosa, ESOL Teacher; Christy Talmadge, ESOL Teacher; Maria Medina, Title I Parent Liaison, Cobb County Schools, and Raynice Jean-Sigur, Associate Professor, Early Childhood Education, Kennesaw State University
The F.A.M.E. Program targets the entire ESOL family for academic success while building relationships between home and the school community. Participants will be introduced to the program through a PowerPoint presentation, video clips, interviews and photos. Successful strategies and materials will be modeled as participants are given an opportunity to experience the materials/activities just like our ESOL families.
Session 1: Under ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are "evidence-based". In this session, school teams (teachers + leaders) will collaborate to identify the level of evidence a specific intervention and instructional practice has on improving English Learner student outcomes. Session 2: After seeing the Logic Model one school or system is working on, school teams will discuss how to design a school-based system for verifying ongoing efforts to examine the effects of the activities, strategies, or interventions they are using with English Learners.

The purpose of this session is to help EL teachers, as well as teachers across content areas, develop strategies on how to use graphic novels to create student-centered curriculum while navigating the ever-changing cultural landscape of their classroom.

Building strong writing skills is essential for ensuring academic success for EL learners. Novice ESOL teachers and educators new to teaching EL students will learn techniques to strengthen the development of students' writing skills. Participants will also learn how to utilize the WIDA Can Do Descriptors to cultivate EL writers.

This presentation will share processes and strategies that one elementary school implemented to support their large numbers of ELs. This school has worked to provide professional learning communities that center on language development, collaborative planning times with ESOL teachers, and ESOL certification courses to engage all teachers in the process of teaching language learners. Implementing a job-embedded, data-based, professional learning program, best practices are demonstrated, shared, and expected. Encouraging teachers to earn ESOL certification with the incentive of reduced class size, ensures that EL students receive targeted instruction throughout the academic day. Engaging and encouraging parents to work with their children and to educate themselves, parents are given resources to use at home and encouraged to participate in education programs, including English and GED prep courses.

Today in education, we know that there is a laser focus on academic rigor and individual student achievement, even for our very youngest learners. It's our responsibility to meet the needs of each boy and girl; yet, when those missing a solid foundation in oral language enter our classrooms, it can feel like a daunting task. Quality 'Oral Language Instruction' taught at an early age just might be the missing piece of the literacy puzzle for your students. Come learn about effective literacy practices including read alouds, shared reading, small group instruction & independent reading, as well as 'scaffolding', using the gradual release to student independence. You'll leave this session understanding how to engage a variety of learning styles, build new neural pathways and increase confidence all while ensuring student success in oral language!

Session 1: Under ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are "evidence-based". In this session, school teams (teachers + leaders) will collaborate to identify the level of evidence a specific intervention and instructional practice has on improving English Learner student outcomes. Session 2: After seeing the Logic Model one school or system is working on, school teams will discuss how to design a school-based system for verifying ongoing efforts to examine the effects of the activities, strategies, or interventions they are using with English Learners.

Save the Date for the 2019 ESOL Conference!
February 5-7, 2019
Rm. 248: Imagine Math (C) Presenters Beth Doyal, Area Partnership Manager and Alegra Golbourne, Product Specialist, Imagine Learning
Having ample opportunity to speak, write, read and listen in mathematics classes is important for all students, but especially critical for English language learners. Maintaining high expectations is also essential as teachers work to create a supportive environment that provides the tools needed to be successful in mathematics. In this session, we’ll explore how Imagine Math addresses these challenges by providing access to today’s rigorous mathematics, with unparalleled levels of support. Building connections across key topics is supported with graphic and animated models, language development and just-in-time intervention from bilingual certified math teachers. We’ll also discuss the essential elements of a solid math foundation, in terms of both fact fluency, problem solving and conceptual understanding. Imagine Math encourages students to express and clarify their understanding so they’ll become more reflective in their learning. They’ll also enhance their ability to communicate what they’re learning about math, reducing frustration, and building confidence!

Rm. 300: “How to Engage Parents from Different Cultures” (F) Presenters Mayte Lara, Specialist II, Title III Bilingual Community Liaison and Martha Holladay & Ingrid Montenegro, Bilingual Community Liaisons, Fulton County Schools
The presentation will start with a general explanation of how the Bilingual Community Liaison program works in the county while displaying its characteristics and strengths. A full description of the strategies that have been working effectively inside of the schools with international communities will be shared, including schools with very diverse international communities (different cultures and languages) and those schools with a high percentage of students that share the same international language and culture.

Rm. 460: ESOL Collaboration 2.0: Professional Development Blogging (TCD) Presenters Jennifer Pendergrass, Erica Knowles and Jennifer Martin, ESOL Teachers, Bartow County Schools
This session will explore ESOL blogging for professional development. Throughout the year, ESOL teachers try to provide classroom teachers with critical information for teaching English learners. Through a professional development blog, ESOL teachers can share this information in an ongoing way, enriching the collaboration with classroom teachers! The blog format allows ESOL teachers to regularly provide training to classroom teachers without having to miss class time. ESOL teachers post to the blog, classroom teachers view the blog asynchronously and leave feedback. Participants will hear a panel discussion from a team of teachers who have become professional development bloggers. They will learn how to create their own blogs, edit videos to enrich WIDA and research-based content, and begin to create a professional development plan for their new blogs.

Rm. 462: Imagine Learning at Lake Forest Elementary (TC) Presenters Taylor Barton, Principal, Lake Forest Elementary and Beth Doyal, Area Partnership Manager, Imagine Learning
Don’t miss this exciting presentation by the principal of Lake Forest Elementary School in Fulton County. Taylor Barton and his staff are doing great things with Imagine Learning Language & Literacy in every classroom. They have started this year with a Dual Language Immersion program in Kindergarten where they incorporate Imagine Espanol. Their next step this month is to implement the new Imagine Math to support and maintain fact fluency as well as increasing math academic language and concept development. Maintaining high expectations is a part of the Lake Forest Elementary world as teachers work to create a supportive environment that provides the tools needed to be successful in all areas of the curriculum. Come hear an exciting story where blended learning is making a difference!
<table>
<thead>
<tr>
<th>Room</th>
<th>9:50 am – 11:00 am</th>
<th>11:10 am -12:20 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>182</td>
<td></td>
<td>More than language: Incorporating funds of identity for recruiting bilingual teacher candidates</td>
</tr>
<tr>
<td>203</td>
<td>Using Lapbooks to Increase Vocabulary and Content Knowledge</td>
<td>English Learners’ Acquisition of Academic Language to obtain Reading Comprehension Skills</td>
</tr>
<tr>
<td>213</td>
<td>Pieces of the Puzzle: Building a Successful Oral Language Foundation</td>
<td>Building Teacher and Parent Partnerships</td>
</tr>
<tr>
<td>217</td>
<td>Let’s Talk about Writing; Helping ELs Understand the Writing Interpretive Rubric</td>
<td>Writing with WIDA: Cultivating EL Writers</td>
</tr>
<tr>
<td>225</td>
<td>Building Literacy through Community Partnerships</td>
<td>English Learners 101: Helping Content Teachers Understand the Fundamentals</td>
</tr>
<tr>
<td>244</td>
<td>Helping the Unmotivated Student</td>
<td>Blended Model Rotation Stations in the ELA/ESOL Classroom</td>
</tr>
<tr>
<td>242</td>
<td>PART 1 What do evidence-based practices look like for Title III under the ESSA? THIS IS A 2 PART SESSION</td>
<td>PART 2 What do evidence-based practices look like for Title III under the ESSA? THIS IS A 2 PART SESSION</td>
</tr>
<tr>
<td>248</td>
<td>Supporting Success for Our ELs and Their Mainstream Teachers Across the Content Areas</td>
<td>Together We are Better- Co-Teaching ELLs Within the General Education Setting.</td>
</tr>
<tr>
<td>300</td>
<td>Honing your Advocacy and Leadership Skills to Support ELs</td>
<td></td>
</tr>
<tr>
<td>460</td>
<td>My Go-To Book / Differentiated Binder for ELL’s</td>
<td>Imagine Math</td>
</tr>
<tr>
<td>462</td>
<td>One Stop Shop, Please</td>
<td>Using Technology to Improve Language Skills and Learning</td>
</tr>
<tr>
<td>464</td>
<td></td>
<td>Toolbox strategies for motivation</td>
</tr>
</tbody>
</table>
WEDNESDAY
9:50AM-11:00AM

Rm. 174: Title III A - SLDS Introducing: The New “EL-ement” in SLDS! (11 TC) Presenters Dr. Hubert Bennet, GaDOE SLDS and Richard Knoz, Title III / ESOL Coordinator, Whitfield County Schools

The inter-district transfer of English Learners’ records is not always as timely as teachers and administrators would like. With Federal requirements mandating timely student identification and parent notification, how can you ensure compliance? Enter the SLDS! Based on district advisory input, the SLDS has been expanded to include a “new” English Learner element, containing information to help you quickly and efficiently enroll new, potential English Learners. Come hear about how SLDS tools can expedite your EL registration process!

Rm. 203: Using Lapbooks to Increase Vocabulary and Content Knowledge (1,4 TC) Presenters Paige Harbuck, ESOL Lead/EIP teacher, Cobb County Schools

Lapbooks are a fantastic tool to increase vocabulary and comprehension, not just for ELLs, but all students. A lapbook is a comprehensive study tool that is put together piece by piece over the course of a unit so that all material is available at all times. Both pictures and writing are incorporated so that students have concrete “symbols” to put with word meaning. Lapbooks are also kinesthetic in that students are required to cut, paste, color, and fold in order to assemble this study tool. In classrooms, it can feel like a daunting task. Quality ‘Oral Language Instruction’ taught at an early age just might be the missing piece of the literacy puzzle for your students. Come learn about effective literacy practices including read alouds, shared reading, small group instruction & independent reading, as well as ‘scaffolding’, using the gradual release to student independence. You’ll leave this session understanding how to engage a variety of learning styles, build new neural pathways and increase confidence all while ensuring student success in oral language!

Rm. 217: Let’s Talk about Writing: Helping ELs Understand the Writing Interpretive Rubric (1,2,3,4 CD) Presenters Margaret Templeton, Classroom Teacher, Rome City Schools and Jennifer Pendergrass, ESOL Teacher, Bartow County Schools

Leading rubric-based writer’s conferences is crucial to supporting English learners. This session will introduce a student-friendly version of the updated WIDA Interpretive Rubric. This session explores the student-friendly rubric and its use in leading effective student conferences. Participants will use the rubric to score sample student work. Participants will leave with a copy of the student-friendly rubric to use in their classrooms and a roster spreadsheet system for collecting and analyzing data.

Rm. 225: Building Literacy through Community Partnerships (11 TCF) Presenters Maria Rosario-Regan, Assistant Principal and Gwen Freeman, Parent Involvement Facilitator, Cherokee County Schools

Hasty Elementary Fine Arts Academy shares its successful partnership with the City of Canton Police Department. This relationship exists within the school walls (reading and mentoring) and extends into the community. Community programs include: Neighborhood Summer Reading, Bus Stop with a Cop, Read with a Cop (in classrooms and as childcare support for Title I meetings), Mentorship Program and Holiday Kindness Event. Additionally, Canton Police Department provides neighborhood safety awareness training to families and school staff. Invaluable benefits of these programs include improving student behavior, supporting student learning, increasing community awareness and facilitating positive relationships between the community and police.

Rm. 244: Helping the Unmotivated Student (12 TCD) Presenters Karen Peralta, Lead ESOL Teacher, Pierce County Schools

This session will focus on the unmotivated learner. We will work on uncovering the real problem and finding real solutions. We will look at some case studies as examples and then will break out into pairs or small groups to work on finding solutions for your specific unmotivated learner.

Rm. 242: What do evidence-based practices look like for Title III under the ESSA? PART 1 (This is a double session presentation) (11 CD) Presenters Margaret Baker, Title III Education Program Specialist; Tammie Smith and Dely Roberts, Georgia Department of Education

Session 1: Under ESSA statute, educators are charged with en-
suring that instructional activities, strategies, or interventions are “evidence-based”. In this session, school teams (teachers + leaders) will collaborate to identify the level of evidence a specific intervention and instructional practice has on improving English Learner student outcomes. Session 2: After seeing the Logic Model one school or system is working on, school teams will discuss how to design a school-based system for verifying ongoing efforts to examine the effects of the activities, strategies, or interventions they are using with English Learners.

**Rm. 248: Supporting Success for Our ELs and Their Mainstream Teachers Across the Content Areas**

How do you ensure that EL’S in the mainstream content classes succeed? You assist them in their English literacy skills using proven strategies, materials, and scaffolding that enables them to have comprehensible input of the content presented. This is done at the student’s level of English language proficiency in the areas of listening, speaking, reading, and writing. How do you ensure that your EL’S get the support they need when the ESOL teacher is not in the mainstream classroom with them? This is achieved by collaboration with mainstream teachers of content area classes that give the support THEY need in meeting the needs of their EL’S in terms of accommodations, modifications of materials, strategies, and expectations for each student’s level of English proficiency in the areas of listening, speaking, reading, and writing.

**Rm. 300: Honing your Advocacy and Leadership Skills to support ELs**

To successfully advocate for ELs, educators must position themselves as leaders and form alliances to create positive change. This session focuses on developing leadership skills that you can leverage to extend your sphere of influence and benefit ELs in your school, district, and the state.

**Rm. 460: My Go-To Book / Differentiated Binder for ELL’s**

Providing teachers with a practical way to meet the needs of ELL Learner’s by creating a resource binder. The resource binder will be divided by content area / grade levels and tabbed by content standard / topic. Teachers will fill each area with differentiated material for ELL’s; including but not limited to: vocabulary, graphic organizer, list of online resources such as websites & videos, performance task, sentence starters, individual work plans for students, and more. Some templates, examples, and websites will be provided by the presenter. Teachers will have a work session that will allow them to start on their classroom, grade level, or school wide binder. A Google Docs drive will be created so that participants can share resources.

**Rm. 462: One Stop Shop, Please**

Tick-Tock, Tick-Tock as ESOL teachers we can all relate to the countless hours spent completing ESOL compliance paperwork, creating data charts, and pulling reports from numerous platforms to capture data on our ELs. Wouldn’t it be great to have one stop shop? Well, fret no more, in this session, you will learn how one school district’s ESOL department has taken their lost instructional time back by transitioning to a customizable ELL solution, Project ELL. Participants will learn about the software called Project ELL and how the implementation of this software has cut back on the time teachers spend completing mounds of paperwork, creating data charts, pulling reports, and instead focuses conversations on areas of need to help drive decision making at the district, campus, and individual student level. Participants will have the opportunity to explore components of the Project ELL platform and ask questions about the implementation.

**WEDNESDAY**

**11:10AM-12:20PM**

**Rm. 174: F.A.M.E. (Family Achievement Makes Excellence): Opening Doors for ESOL Families**

The F.A.M.E. Program targets the entire ESOL family for academic success while building relationships between home and the school community. Participants will be introduced to the program through a PowerPoint presentation, video clips, interviews and photos. Successful strategies and materials will be modeled as participants are given an opportunity to experience the materials/activities just like our ESOL families.

**Rm. 182: More than language: Incorporating funds of identity for recruiting bilingual teacher candidates**

This session (re)imagines policy and implementation of teacher education programs with a focus on additive bilingualism in K-12 schools (Valenzuela, 1999) through a “funds of identity” approach to recruiting teacher education can-
didates whose language, culture, and racial identities align with the students, their families, and their communities. More importantly, this session focuses on possible supports to retain bilingual candidates beyond teacher preparation programs and throughout their first years of teaching. This work is significant in that many programs around the nation are newly seeking qualified bilingual educators, and creating a viable pathway to licensure, while not sacrificing the quality of preparation, is urgently important. Through the successes, insights, and shortcomings of this account, others seeking to construct similar programs may base decisions upon the experiences presented herein.

**Rm. 213: Building Teacher and Parent Partnerships (11)**
**FC** Presenters Charlene Piper, ESOL Teacher, Sean Bagley, ESOL Consultant, Cobb County Schools
The presenters will discuss how to successfully plan and utilize staff and other community members to have a successful parent night for EL families. After listening to families and teachers from the school, the presenters planned a parent meeting that explained the ESOL program and its goals, how to use the technology offered by the school, how to navigate the public library, and what to expect for the school year.

**Rm. 217: Writing with WIDA: Cultivating EL Writers (1)**
**CD** Presenters Chrissie Driskell, Pamela Griffin and Erin Hatcher, ESOL Teachers, Cherokee County Schools
Building strong writing skills is essential for ensuring academic success for EL learners. Novice ESOL teachers and educators new to teaching EL students will learn techniques to strengthen the development of students’ writing skills. Participants will also learn how to utilize the WIDA Can Do Descriptors to cultivate EL writers.

**Rm. 225: English Learners 101: Helping Content Teachers Understand the Fundamentals (11)**
**TC** Presenters Elizabeth Webb, Director of English Learner Programs, Gwinnett County Schools
Every school district faces the need to ensure that classroom teachers of ELs have the attitudes and dispositions and the basic knowledge and skills they need to differentiate instruction for English Learners. With a teaching corps of over 12,000 and over 25,000 EL students, the English Learner Programs Office of Gwinnett County Public Schools chose to develop an interactive online course targeting these goals. The course incorporates videos, readings, and resources to introduce teachers to key topics, invites teachers to reflect on their learning, and requires them to score 100% on several quizzes in order to complete the course. This session will provide an overview of the course as a whole and will allow participants to participate in several of the required activities.

**Rm. 244: Blended Model Rotation Stations in the ELA/ESOL Classroom (11)**
**TC** Presenters Drenita Williams, Jennifer Tanner and Maria Moses, ESOL Teachers, Atlanta Public Schools
How can you provide students with daily managed literacy practices in an ELL/ELA classroom? Grounded in sound research, participants engage in blended model stations, often referred to as rotation stations. However, unlike the traditional rotation stations, the blended model incorporates, within a programmed time, student movement and online learning tasks with conventional teaching methods: whole group, small flexible groups and individual practice. Activities will include writing, reading, vocabulary and technology-based literacy instruction which replicate the blended design. These hands-on tasks will connect language and content for success of all students. Participants will have the opportunity to play games, interact with manipulatives, and engage in group discussions. Everyone leaves this session with practical take-away strategies and documents that can be used immediately in the classroom.

**Rm. 242: What do evidence-based practices look like for Title III under the ESSA? PART 2 (This is a double session presentation)**
**(11) CD** Presenters Margaret Baker, Title III Education Program Specialist; Tammie Smith and Dely Roberts, Georgia Department of Education
Session 1: Under ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are “evidence-based”. In this session, school teams (teachers + leaders) will collaborate to identify the level of evidence a specific intervention and instructional practice has on improving English Learner student outcomes. Session 2: After seeing the Logic Model one school or system is working on, school teams will discuss how to design a school-based system for verifying ongoing efforts to examine the effects of the activities, strategies, or interventions they are using with English Learners.

**Rm. 248: Together We are Better- Co-Teaching ELLs Within the General Education Setting.**
**(12)**
**TCD** Presenters Georgia Branson and Megan Mayfield, ESOL Teacher and Classroom Teacher, Cherokee County Schools
The proposed presentation allows teachers to see the co-taught model in action from the planning phase through assessment. In order to provide EL students with an appropriate educational experience, it is imperative that both the general education teacher and ESOL teacher understand their roles in their collaborative relationship. EL students need additional
support in the general education setting along with opportunities to interact with their English-Speaking peers. This demonstration will provide the participants the opportunity to listen to two collaborative teachers who have worked together for several years to effectively utilize the push-in model. The presentation will include planning, grouping, whole group strategies, ways to incorporate differentiated centers using ELP levels, innovative technology tools to aid in incorporating all four language domains, assessment options, and how to include EL parents in the learning process.

**Rm. 464: Toolbox strategies for motivation (12 TFCD)**

**Presenters Cathie Siebert, assistant principal and Rose Wichterman, ESOL Teacher, Cobb County Schools**

Teachers are the #1 predictor of students' success; therefore, communication strategies set the tone of the learning environment. In this workshop, you will learn application of motivation strategies for ESOL students to support behavior and emotional needs. The strategies are based on goal setting, specific feedback, and scaffolding techniques that have worked successfully for 10 years at a Title 1 high performing school with high ELL population.

**Rm. 460: Imagine Math (2 C) Presenters Beth Doyal, Area Partnership Manager, Imagine Learning**

Having ample opportunity to speak, write, read and listen in mathematics classes is important for all students, but especially critical for English language learners. Maintaining high expectations is also essential as teachers work to create a supportive environment that provides the tools needed to be successful in mathematics. In this session, we'll explore how Imagine Math addresses these challenges by providing access to today's rigorous mathematics, with unparalleled levels of support. Building connections across key topics is supported with graphic and animated models, language development and just-in-time intervention from bilingual certified math teachers. We'll also discuss the essential elements of a solid math foundation, in terms of both fact fluency, problem solving and conceptual understanding. Imagine Math encourages students to express and clarify their understanding so they'll become more reflective in their learning. They'll also enhance their ability to communicate what they're learning about math, reducing frustration, and building confidence!

**Rm. 462: Using Technology to Improve Language Skills and Learning (12 TCD) Presenters Katherine Stieber and Aileen Pruitt, ESOL teachers, Cobb County Schools**

Our students have grown through the use of instructional technology. Join us to learn how we use Adobe Spark, Flip grid, Explain Everything, and more to help enhance our instruction and grow our students' listening, speaking, reading, and writing skills. Not only will we share examples of what our students have done using these various technologies, but we will allow people to have some hands-on experience using these various technologies. At the end of our session educators will be able to leave with the ability to utilize these technologies to enhance their instruction and improve students' language skills and learning.
### Wednesday Afternoon at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>1:00PM – 2:10PM</th>
<th>2:20PM – 3:30PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td><strong>Title III A - SLDS Introducing: The New “EL-element” in SLDS!</strong></td>
<td>ESL Parent Involvement and Outreach (Getting them on board)</td>
</tr>
<tr>
<td>182</td>
<td><strong>Escape the mini-lesson: Using BreakoutEDU and Digital OneNote to Differentiate Lessons for ELLs!</strong></td>
<td>Practical Ways to Implement SIOP on a Daily Basis</td>
</tr>
<tr>
<td>203</td>
<td><strong>Boosting Achievement of SIFE (Students with Limited or Interrupted Education)</strong></td>
<td>How to Engage Parents from Different Cultures</td>
</tr>
<tr>
<td>213</td>
<td><strong>Aligning the Universal Design for Learning Model to the WIDA Framework and the need for English learners to engage in high leverage literacy practices in every classroom.</strong></td>
<td>Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students.</td>
</tr>
<tr>
<td>217</td>
<td><strong>Academic Language in Reading Instruction</strong></td>
<td>Strategies to teach writing to ESOL students</td>
</tr>
<tr>
<td>225</td>
<td><strong>Parent Engagement is a FIESTA!</strong></td>
<td>Using Tech with ELs</td>
</tr>
<tr>
<td>242</td>
<td><strong>ESOL Instruction: Revitalized</strong></td>
<td>Engage Language Learners with a STEAM Powered Classroom</td>
</tr>
<tr>
<td>244</td>
<td><strong>Co-teaching ELLs</strong></td>
<td>Using Technology to Improve Language Skills and Learning</td>
</tr>
<tr>
<td>248</td>
<td><strong>Let’s Talk about Writing: Helping ELs Understand the Writing Interpretive Rubric</strong></td>
<td>Building Literacy through Community Partnerships</td>
</tr>
<tr>
<td>300</td>
<td></td>
<td></td>
</tr>
<tr>
<td>460</td>
<td><strong>Supporting Success for Our ELs and Their Mainstream Teachers Across the Content Areas</strong></td>
<td>Evidence-based Instruction and Assessment of Cross Curricular Academic Vocabulary and Literacy for ELS</td>
</tr>
<tr>
<td>462</td>
<td><strong>Culturally-Relevant Teaching: Connecting Home, School, Community, and the World</strong></td>
<td>Active, Dependable, Differentiated Strategies for All Learners</td>
</tr>
<tr>
<td>464</td>
<td><strong>Together We are Better- Co-Teaching ELLs Within the General Education Setting.</strong></td>
<td>ESOL Support All Day, Every Day—Can we make it happen?</td>
</tr>
</tbody>
</table>
WEDNESDAY
1:00PM-2:10PM

Rm. 174: Title III A - SLDS Introducing: The New “Element” in SLDS! (11 TC) Presenters Dr. Hubert Bennet, GaDOE SLDS and Richard Knoz, Title III / ESOL Coordinator, Whitfield County Schools
The inter-district transfer of English Learners’ records is not always as timely as teachers and administrators would like. With Federal requirements mandating timely student identification and parent notification, how can you ensure compliance? Enter the SLDS! Based on district advisory input, the SLDS has been expanded to include a “new” English Learner element, containing information to help you quickly and efficiently enroll new, potential English Learners. Come hear about how SLDS tools can expedite your EL registration process!

Rm. 171: Aligning the Universal Design for Learning Model to the WIDA Framework and the need for English learners to engage in high leverage literacy practices in every classroom (12 CD) Presenters Maria Montalvo, assistant professor and Joya Hicks, associate professor, Department of Inclusive Education, Kennesaw State University
Recent advances in technology have given teachers a range of tools to assist in the education of all students whether they are English Learners, students with disabilities, gifted, and/or are typically achieving. These tools range from simple adaptations of equipment (low tech) to cutting-edge software and hardware (high tech). All of these assistive technologies are designed for teachers to affect the students’ abilities to access and master the curriculum in new and innovative ways. Blending these technologies with the philosophies of Universal Design for Learning (UDL) and the WIDA framework will enable teachers to visualize how to support all learners and be better prepared to impact the learning opportunities of English Learners, specifically, in their language and literacy development.

Rm. 182: Escape the mini-lesson: Using BreakoutEDU and Digital OneNote to Differentiate Lessons for ELLs! (1 2 3 8 TC) Presenters Heather Tinnerello, ESOL Lead Teacher and Candace Queen, Technology Training Integration Specialist, Cobb County Schools
Enter the world of BreakoutEDU! Based on the Escape Room concept, BreakoutEDU combines teaching: critical thinking, collaboration, communication, and problem solving with a series of tasks. This session, teachers will participate in a BreakoutEDU and experience the difference between using physical and digital locks for any budget. We will discuss ways that BreakoutEDU can be used in the classroom and modified to accommodate ESOL students. Break out and have fun with us!

Rm. 203: Boosting Achievement of SIFE (Students with Limited or Interrupted Education) (1 2 3 4 D) Presenters Carol Salva ESL Teacher, Spring Branch Independent School District, TX. and Emily Francis, ESL Teacher, Cabarrus County School, N.C.
Today’s teachers of ESOL face significant language and literacy challenges as we serve a growing population of students with interrupted or minimal schooling. The circumstances may seem overwhelming but we need not despair! All students can experience success with grade level standards when we apply best practices for sheltered instruction and literacy across content areas. This session will provide practical strategies and video of student learning. Carol Salva is an ESL teacher in Houston, Texas. She has a background in elementary general education, bilingual education and special education. I am the coauthor of Boosting Achievement, Reaching Students with Interrupted or Minimal Education.

Rm. 213: Academic Language in Reading Instruction (1 2 TD) Presenters Catherine Bunch, Lexia Learning
Learn what reading science has to say about how we can help more of our students read proficiently, and why academic language is such a critical component in achieving reading success. Beginning with an overview of findings from reading science research on the importance of academic language, this session will connect research to instruction and translate those research findings to success in the classroom through reading instruction. This PowerPoint Presentation is based off of research conducted by the Florida Center for Reading Research, and how Lexia RAPID Assessment and Lexia Reading Core5 support academic language.

Rm. 225: Parent Engagement is a FIESTA! (1 F) Presenters Brandy Douglas and Kathy Wilcox, ESOL Teachers, Coffee County Schools
Join us to learn how to put the FIESTA into your parent engagement. During this session, the presenter will share resources and strategies that have proven successful for the Coffee County ESOL and Immigrant Family Literacy Program. Coffee County Schools have had a growing ESOL and Immigrant Family Literacy Program for over 8 years now. During that time, they have implemented several successful strategies. With guidance from the presenter, participants will brainstorm and share ideas during this session to be able to leave with a drafted plan to build or enhance their own ESOL and Immigrant Family Literacy Program.
Rm. 244: Co-teaching ELLs (CD) Presenters Denise Hamby, Teacher, Irwin County Schools
Co-teaching today has many challenges. Should we isolate students so they feel more secure in speaking during the class? Should we pull them out to a smaller class setting so they get more one on one attention? Should the ELL teacher push in to the regular classroom? It is my hope that we can work together to come to a conclusion that is beneficial for all students. We know ELL students need a tremendous amount of support, but we have to determine what is an academically sound solution that can support them throughout the school year and for many years to come. I am confident that this seminar will bring a plethora of new solutions and new ideas to ELL teachers, administrators and support staff.

Rm. 242: ESOL Instruction: Revitalized (CD) Japrita Washington, ESOL Department Chair, Gwinnett County Schools
This course was created to give teachers a fresh perspective on teaching English Learners by affording them an opportunity to SWRL (speak, write, read, listen) each day in class. Participants will explore different possibilities for student grouping and class scheduling for ELs and instructional practices designed to meet the language acquisition needs of students with varying levels of proficiency. These strategies are intended to be practical and applicable across grade levels and instructional settings.

Rm. 248: Let's Talk about Writing; Helping ELs Understand the Writing Interpretive Rubric (CD) Presenters Margaret Templeton, Teacher, Rome City Schools and Jennifer Pendergrass, ESOL Teacher, Bartow County Schools
Leading rubric-based writer’s conferences is crucial to supporting English learners. This session will introduce a student-friendly version of the updated WIDA Interpretive Rubric. This session explores the student-friendly rubric and its use in leading effective student conferences. Participants will use the rubric to score sample student work. Participants will leave with a copy of the student-friendly rubric to use in their classrooms and a roster spreadsheet system for collecting and analyzing data.

Rm. 464: Together We are Better- Co-Teaching ELLs Within the General Education Setting. (TCD) Presenters Georgia Branson and Megan Mayfield, ESOL Teacher and Classroom Teacher, Cherokee County Schools
The proposed presentation allows teachers to see the co-taught model in action from the planning phase through assessment. In order to provide EL students with an appropriate educational experience, it is imperative that both the general education teacher and ESOL teacher understand their roles in their collaborative relationship. EL students need additional support in the general education setting along with opportunities to interact with their English-Speaking peers. This demonstration will provide the participants the opportunity to listen to two collaborative teachers who have worked together for several years to effectively utilize the push-in model. The presentation will include planning, grouping, whole group strategies, ways to incorporate differentiated centers using ELP levels, innovative technology tools to aid in incorporating all four language domains, assessment options, and how to include EL parents in the learning process.

Rm. 460: Supporting Success for Our ELs and Their Mainstream Teachers Across the Content Areas (CD) Presenters Lisa J. Splitt, ESOL Teacher, Fulton County Schools
How do you ensure that EL’s in the mainstream content classes succeed? You assist them in their English literacy skills using proven strategies, materials, and scaffolding that enables them to have comprehensible input of the content presented. This is done at the student’s level of English language proficiency in the areas of listening, speaking, reading, and writing. How do you ensure that your EL’s get the support they need when the ESOL teacher is not in the mainstream classroom with them? This is achieved by collaboration with mainstream teachers of content area classes that give the support THEY need in meeting the needs of their EL’s in terms of accommodations, modifications of materials, strategies, and expectations for each student’s level of English proficiency in the areas of listening, speaking, reading, and writing.

Rm. 462: Culturally-Relevant Teaching: Connecting Home, School, Community, and the World” (TFCD) Presenters Kim Moore, Educational Consultant, Perfection Learning
In order to assist EL students in the acclimation process, culturally-relevant teaching strategies can assist in producing connections between home, school, and the community for teachers, students, and their parents. During this session, participants will engage in a science and geography unit based on the migration of the Log-
gerhead Sea Turtle. Using Open Educational Resources and additional resources, the participants will participate in inquiry-based learning and real-world problem solving.

WEDNESDAY
2:20PM-3:30PM

Rm. 174: ESL Parent Involvement and Outreach (Getting them on board) (F) Presenters Margaret Ruth Steedley, EL Teacher, Pierce County Schools
The presentation will help increase parent engagement and support as well as helping the parents learn English as their second language.

Rm. 182: Practical Ways to Implement SIOP on a Daily Basis (CD) Presenters Jennifer Grimes, ESOL Teacher, Forsyth County Schools
The SIOP (Sheltered Instruction Observational Protocol) model is an instructional resource that will facilitate making content comprehensible for all learners at any grade level. In this presentation, we are sharing with educators adaptable SIOP model strategies teachers can embed into a variety of lessons and multiple content areas on a daily basis.

Rm. 203: How to Engage Parents from Different Cultures (F) Presenters Mayte Lara, Specialist II, Title III Bilingual Community Liaison and Martha Holladay & Ingrid Montenegro, Bilingual Community Liaisons, Fulton County Schools
The presentation will start with a general explanation of how the Bilingual Community Liaison program works in the county while displaying its characteristics and strengths. A full description of the strategies that have been working effectively inside of the schools with international communities will be shared, including schools with very diverse international communities (different cultures and languages) and those schools with a high percentage of students that share the same international language and culture.

Rm. 213: Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students (FCD) Presenters Jan Anglade, ESOL Teacher, DeKalb County Schools
This presentation is designed for educators who wish to deepen their expertise creating and implementing meaningful pre-instructional activities, (commonly known as “sponge activities”. Academic sponge activities should be a fun and engaging way to welcoming the students to the classrooms as well as increasing their language acquisition. In this session, the presenter will share diverse pre-instructional activities that have been successfully implemented working with students at the Entering/Beginning levels of English language development.

Rm 217: Strategies to Teach Writing to ESOL Students. (TCD) Presenters Tara Light, ESOL Teacher, Cobb County Schools
One of the most challenging things to teach is how to revise your work in any subject but it is the most difficult thing for young writers. The process of revision can be more overwhelming for an ESOL student. It is important that students understand that there are different components to writing a story. Students need to develop strategies to evaluate their writing. Phyllis Whitney famously wrote, “Good stories are not written. They are rewritten.”

Rm. 225: Using Tech with ELs (T D) Presenters Carol Salva, ESL Teacher, Spring Branch Independent School District, TX.
Are you looking for innovative ways to boost achievement and build language skills with technology? This training will provide teaching strategies that support authentic technology use for ELL (English Language Learners) in their ESL and content area classes. Participants will go beyond just looking at apps that teach a second language. They will learn to leverage tech tools and platforms to even the playing field for these students, give them a voice, and allow them to participate meaningfully at the highest cognitive levels.

Rm. 242: Engage Language Learners with a STEAM Powered Classroom (CD) Presenters Sonya Aaron-Oviedo, ESOL Teacher and Brittany Baker, Teacher, Cobb County Schools
Twenty-first century learners need a twenty-first century classroom that produces academic success by engaging students in learning while preparing them for the careers and challenges they will face beyond their school years. Innovative teaching with differentiated instruction that facilitates a student-centered learning environment and effective collaboration between all stakeholders involved in their education are especially crucial for digital age language learners. Presenters will guide participants through STEM lessons designed to be inclusive and engaging for all learners. Participants will interact with one another as they explore strategies to differentiate lessons integrated with content and technology for language learners of varying proficiency levels.
Rm. 244: Using Technology to Improve Language Skills and Learning (TCD) Presenters Katherine Stieber and Aileen Pruitt, ESOL teachers, Cobb County Schools
Our students have grown through the use of instructional technology. Join us to learn how we use Adobe Spark, Flipgrid, Explain Everything, and more to help enhance our instruction and grow our students’ listening, speaking, reading, and writing skills. Not only will we share examples of what our students have done using these various technologies, but we will allow people to have some hands-on experience using these various technologies. At the end of our session educators will be able to leave with the ability to utilize these technologies to enhance their instruction and improve students’ language skills and learning.

Rm. 248: Building Literacy through Community Partnerships (TCF) Presenters Maria Rosario-Regan, Assistant Principal and Gwen Freeman, Parent Involvement Facilitator, Cherokee County Schools
Hasty Elementary Fine Arts Academy shares its successful partnership with the City of Canton Police Department. This relationship exists within the school walls (reading and mentoring) and extends into the community. Community programs include: Neighborhood Summer Reading, Bus Stop with a Cop, Read with a Cop (in classrooms and as childcare support for Title I meetings), Mentorship Program and Holiday Kindness Event. Additionally, Canton Police Department provides neighborhood safety awareness training to families and school staff. Invaluable benefits of these programs include improving student behavior, supporting student learning, increasing community awareness and facilitating positive relationships between the community and police.

Rm. 460: Evidence-based Instruction and Assessment of Cross Curricular Academic Vocabulary and Literacy for ELs (TCD) Presenters Mae Wlazlinski, Director, ESOL/Title III, Cobb County Schools; John Kresky, President, Summit K12; Jeff Chandler, Ed.D. Consultant; Arleen Folorunsho, Consultant, Danielle Harper, Consultant; Yael Fisher, ESOL teacher; Mallory Rozelle, ESOL teacher, Cobb County Schools
This presentation discusses and shows the concerted efforts of a district to collaboratively implement an instructional and formative assessment program that allows technology-rich lessons and activities and ongoing tracking of use and effect of interventions. Presenters will engage participants in activities that improve literacy and content vocabulary of ELs.

Rm. 462: Active, Dependable, Differentiated Strategies for All Learners. (D) Presenters, Jane Moore, Social Studies Teacher, NBCT, Atlanta Public Schools
Participants will learn by doing, creating and playing games. Teachers will work on differentiated assessments, with a graphic component, and two writing pieces including poems and paragraphs. Teachers will also learn an original review game, which helps E.S.O.L learners retain and remember vocabulary more easily and in a fun way. This kinesthetic session helps all types of learners, but especially E.S.O.L students.

Rm. 464: ESOL Support All Day, Every Day—Can we make it happen? (TFCD) Presenters Anna Sargent, Assistant Director of ESOL/Title III/Migrant/World Language Programs, Hall County Schools
This presentation will share processes and strategies that one elementary school implemented to support their large numbers of ELs. This school has worked to provide professional learning communities that center on language development, collaborative planning times with ESOL teachers, and ESOL certification courses to engage all teachers in the process of teaching language learners. Implementing a job-embedded, data-based, professional learning program, best practices are demonstrated, shared, and expected. Encouraging teachers to earn ESOL certification with the incentive of reduced class size, ensures that EL students receive targeted instruction throughout the academic day. Engaging and encouraging parents to work with their children and to educate themselves, parents are given resources to use at home and encouraged to participate in education programs, including English and GED prep courses.
# Thursday Morning at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>9:50AM -11:00AM</th>
<th>11:10AM – 12:20PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>Escape the mini-lesson: Using BreakoutEDU and Digital OneNote to Differentiate Lessons for ELLs!</td>
<td>Accessing Core Content through A Student Driven Classroom</td>
</tr>
<tr>
<td>182</td>
<td>Let’s Talk about Writing; Helping ELs Understand the Writing Interpretive Rubric</td>
<td>Let’s Talk about Writing; Helping ELs Understand the Writing Interpretive Rubric</td>
</tr>
<tr>
<td>213</td>
<td>English Learners’ Acquisition of Academic Language to obtain Reading Comprehension Skills</td>
<td>Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students.</td>
</tr>
<tr>
<td>217</td>
<td>How to Engage Parents from Different Cultures</td>
<td>Using Tech with ELs</td>
</tr>
<tr>
<td>225</td>
<td>Academic Language in Reading Instruction</td>
<td>Bye Bye Boring Bell Ringers! Moving Beyond Kahoot.</td>
</tr>
<tr>
<td>242</td>
<td>Pieces of the Puzzle: Building a Successful Oral Language Foundation</td>
<td>ESOL Instruction: Revitalized</td>
</tr>
<tr>
<td>244</td>
<td>Boosting Achievement of SIFE (Students with Limited or Interrupted Education)</td>
<td>Rtl Guidance for ELs</td>
</tr>
<tr>
<td>248</td>
<td>Be a Change Agent Beyond the Classroom</td>
<td>Successfully implementing language and content standards with the dually identified (EL/SWD) students</td>
</tr>
<tr>
<td>300</td>
<td>Continuing the Conversation: Linguistic Differentiation for Real Students.</td>
<td>Academic Writing Basics for ESOL Students</td>
</tr>
<tr>
<td>460</td>
<td>Now that you got ‘em, what do you do with ‘em? Serving Dually Identified Students</td>
<td>Fostering a Sense of Belonging through an Inclusive Curriculum: “The Lemon Grove Incident” for the EL Classroom</td>
</tr>
<tr>
<td>462</td>
<td>Strategies to teach writing to ESOL students</td>
<td>Making Mathematics Accessible for English Learners</td>
</tr>
</tbody>
</table>
THURSDAY
9:50AM-11:00AM

Rm. 174: Escape the mini-lesson: Using BreakoutEDU and Digital OneNote to Differentiate Lessons for ELLs!
(①③②⑧ TC) Presenters Heather Tinnerello, ESOL Lead Teacher and Candace Queen, Technology Training Integration Specialist, Cobb County Schools
Enter the world of BreakoutEDU! Based on the Escape Room concept, BreakoutEDU combines teaching: critical thinking, collaboration, communication, and problem solving with a series of tasks. This session, teachers will participate in a BreakoutEDU and experience the difference between using physical and digital locks for any budget. We will discuss ways that BreakoutEDU can be used in the classroom and modified to accommodate ESOL students. Break out and have fun with us!

Rm. 182: Let’s Talk about Writing; Helping ELs Understand the Writing Interpretive Rubric (①②③④ CD) Presenters Margaret Templeton, Classroom Teacher, Rome City Schools and Jennifer Pendergrass, ESOL Teacher, Bartow County Schools
Leading rubric-based writer’s conferences is crucial to supporting English learners. This session will introduce a student-friendly version of the updated WIDA Interpretive Rubric. This session explores the student-friendly rubric and its use in leading effective student conferences. Participants will use the rubric to score sample student work. Participants will leave with a copy of the student-friendly rubric to use in their classrooms and a roster spreadsheet system for collecting and analyzing data.

Rm. 213: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills (① CD) Presenters Mishka Barnes, ESOL Teacher, Atlanta Public Schools
Within the last decade, a large number of English Learners (ELs) have enrolled in the American School system. Many American schools have provided additional programs to support and instruct ELs in their school system. However, some teachers may not understand how to support these students in the classroom. Classroom teachers need to utilize different strategies to teach these students how to read. This presentation will provide and discuss helpful instructional strategies to help ELs gain academic language in a classroom setting.

Rm. 217: How to Engage Parents from Different Cultures (⑪ F) Presenters Mayte Lara, Specialist II, Title III Bilingual Community Liaison and Martha Holladay & Ingrid Montenegro, Bilingual Community Liaisons, Fulton County Schools
The presentation will start with a general explanation of how the Bilingual Community Liaison program works in the county while displaying its characteristics and strengths. A full description of the strategies that have been working effectively inside of the schools with international communities will be shared, including schools with very diverse international communities (different cultures and languages) and those schools with a high percentage of students that share the same international language and culture.

Rm. 225: Academic Language in Reading Instruction (①③ TD) Presenters Catherine Bunch, Lexia Learning.
Learn what reading science has to say about how we can help more of our students read proficiently, and why academic language is such a critical component in achieving reading success. Beginning with an overview of findings from reading science research on the importance of academic language, this session will connect research to instruction and translate those research findings to success in the classroom through reading instruction. This PowerPoint Presentation is based off of research conducted by the Florida Center for Reading Research, and how Lexia RAPID Assessment and Lexia Reading Core5 support academic language.

Rm. 242: Pieces of the Puzzle: Building a Successful Oral Language Foundation (① FCD) Presenters Julie Baxa, Professional Learning Specialist, GrapeSEED
Today in education, we know that there is a laser focus on academic rigor and individual student achievement, even for our very youngest learners. It’s our responsibility to meet the needs of each boy and girl; yet, when those missing a solid foundation in oral language enter our classrooms, it can feel like a daunting task. Quality ‘Oral Language Instruction’ taught at an early age just might be the missing piece of the literacy puzzle for your students. Come learn about effective literacy practices including read alouds, shared reading, small group instruction & independent reading, as well as ‘scaffolding’, using the gradual release to student independence. You’ll leave this session understanding how to engage a variety of learning styles, build new neural pathways and increase confidence all while ensuring student success in oral language!
Today’s teachers of ESOL face significant language and literacy challenges as we serve a growing population of students with interrupted or minimal schooling. The circumstances may seem overwhelming but we need not despair! All students can experience success with grade level standards when we apply best practices for sheltered instruction and literacy across content areas. This session will provide practical strategies and video of student learning. Carol Salva is an ESL teacher in Houston, Texas. She has a background in elementary general education, bilingual education and special education. I am the coauthor of Boosting Achievement, Reaching Students with Interrupted or Minimal Education.

Rm. 248: Be a Change Agent Beyond the Classroom (11) FCD) Presenters Jamie Vogan and Megan DeVoss, ESOL Teachers, Cherokee County Schools
An ESOL teacher’s responsibilities range far and wide; managing a growing ESOL program is often one of them. Give your program a stronger presence, and in doing so, affect a cultural shift in how your colleagues perceive the education of English Learners. We want to empower you with ideas that will help you be an agent of change in your building. In our session, we share our experiences in facilitating positive school culture by: equipping colleagues with tools to teach ELs, being an effective communicator and advocate for students, leading professional development, navigating teacher resistance, and scheduling high school classes.

Rm. 300: Continuing the Conversation: Linguistic Differentiation for Real Students (1) D) Presenters Stephaniey Vo Jones, Author and ESL/Diversity Consultant

Rm. 460: Now that you got ‘em, what do you do with ‘em? Serving Dually Identified Students (12) CD) Presenters Stacey Arnett, ESOL/IEL Lead Teacher, Cobb County Schools and Jennifer Roose, IRR Special Education/ Social Studies Teacher, Gwinnett County Schools

Rm 462: Strategies to Teach Writing to ESOL Students. (1) TCD) Presenters Tara Light, ESOL Teacher, Cobb County Schools
One of the most challenging things to teach is how to revise your work in any subject but it is the most difficult thing for young writers. The process of revision can be more overwhelming for an ESOL student. It is important that students understand that there are different components to writing a story. Students need to develop strategies to evaluate their writing. Phyllis Whitney famously wrote, “Good stories are not written. They are rewritten.”

THURSDAY
11:10AM-12:20PM

Rm. 174: Accessing Core Content through A Student Driven Classroom (12 3 4 CD) Presenters Katherina Maryska, ESOL Teacher, Atlanta Public Schools
This session focuses on the ESOL teacher as a coach in a student driven classroom and how backwards design starts the process. Attendees will discuss the pedagogical framework of a student driven classroom, examine secondary core content artifacts, and discuss quick tips for collaborating with core content instructors. This session is appropriate for 6-12 core content instructors or primary instructors wanting to differentiate for advanced ELs.

Rm. 182: Let’s Talk about Writing; Helping ELs Understand the Writing Interpretive Rubric (12 3 4 CD) Presenters Margaret Templeton, Classroom Teacher, Rome City Schools and Jennifer Pendergrass, ESOL Teacher, Bartow County Schools
Leading rubric-based writer’s conferences is crucial to supporting English learners. This session will introduce a student-friendly version of the updated WIDA Interpretive Rubric. This session explores the student-friendly rubric and its use in leading effective student conferences. Participants will use the rubric to score sample student work. Participants will leave with a copy of the student-friendly rubric to use in their classrooms and a roster spreadsheet system for collecting and analyzing data.

Rm. 213: Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students (31) FCD) Presenters Jan Anglade, ESOL Teacher, DeKalb County Schools
This presentation is designed for educators who wish to deepen their expertise creating and implementing meaningful pre-instructional activities, (commonly known as “sponge activities”. Academic sponge activities should be a fun and engaging way to welcoming the students to the classrooms as well as increas-
ing their language acquisition. In this session, the presenter will share diverse pre-instructional activities that have been successfully implemented working with students at the Entering/Beginning levels of English language development.

Rm. 217: Using Tech with ELs (1①②③③⑧ T D) Presenters Carol Salva, ESL Teacher, Spring Branch Independent School District, TX.
Are you looking for innovative ways to boost achievement and build language skills with technology? This training will provide teaching strategies that support authentic technology use for ELL (English Language Learners) in their ESL and content area classes. Participants will go beyond just looking at apps that teach a second language. They will learn to leverage tech tools and platforms to even the playing field for these students, give them a voice, and allow them to participate meaningfully at the highest cognitive levels.

Rm. 225: Bye Bye Boring Bell Ringers! Moving Beyond Kahoot. (1①②③④⑧ CD) Presenters Kristine Allen, ESOL Teacher, Fulton County Schools
In this engaging and hands-on session, participants will explore a selection of exciting and lesser known free online quiz platforms that can replace traditional bell rings and pencil/paper quizzes. This session will allow teachers to become more productive and quickly capture vital classroom data that can be used for differentiation, RTI, and student/parent conferencing. By experiencing each platform as a student, the teacher-participants will gain a strong understanding of the pros/cons of each site, as well as identifying ways to use each in their own classrooms. Platforms include: Padlet, Quizlet Live, Quizziz, and Quizalize. The presenter will also demonstrate how to easily convert a Quizlet set into an instant online quiz on Quizalize. There will also be a brief discussion of the hidden wealth of student performance data available in the well-known and widely used Kahoot website.

Rm. 242: ESOL Instruction: Revitalized (1 CD) Japrita Washington, ESOL Department Chair, Gwinnett County Schools
This course was created to give teachers a fresh perspective on teaching English Learners by affording them an opportunity to SWRL (speak, write, read, listen) each day in class. Participants will explore different possibilities for student grouping and class scheduling for ELs and instructional practices designed to meet the language acquisition needs of students with varying levels of proficiency. These strategies are intended to be practical and applicable across grade levels and instructional settings.

Rm. 244: RtI Guidance for ELs (11 D) Presenters Tammy Strickland and Susan Gillard, ESOL Teachers, Fayette County Schools
The use of an intentional Response to Intervention component for ELs provides the expert lens needed when data from Tier 1 instruction and data from ESOL services indicate there may be more than L1 involved in academic difficulties. The presentation will provide the infrastructure necessary for using RtI guidance for ELs and will explore the appropriate pieces of the puzzle. Participants will be equipped to implement pieces of this framework into their school’s RtI process.

Rm. 248: Successfully implementing language and content standards with the dually identified (EL/SWD) students (1①②③④ CD) Presenters Sean Bagley, ESOL Consultant, Melissa Lummis, Special Education Trainer, Cobb County Schools
The presentation will begin with an overview of some of the differences and similarities that SWD and EL students might have. By looking closely at the RTI goals, the trainers will explain how to separate the cognitive and the language needs of the students and how to support both based on specific data. Dually identified students have specific needs that must be met, and it is the responsibility of the teachers to support the students both cognitively and linguistically. The presentation will share how to plan and support the needs of the students through the RTI process and special education services.

Rm. 300: Academic Writing Basics for ESOL Students (1 TC) Presenters Chanda Williams, ESOL Teacher, Clayton County Schools
In this engaging and interactive session, educators will learn the essential steps to teach academic writing based on the five parts of the writing process to ESOL students at any grade or level of language acquisition.

Rm. 460: “Fostering a Sense of Belonging through an Inclusive Curriculum: The Lemon Grove Incident.” (4 C) Presenters Caroline Conner, Assistant Professor of History and History Education, Kennesaw State University
As the number of Hispanic students’ increases in social studies classrooms across the nation, it is imperative that teachers are equipped not only with language and literacy strategies, but also with the cultural competence to make their students feel a sense of belonging. Research suggests that a sense of belonging to the school community is one of the biggest predictors of EL students’ success in school. Inclusion of Hispanic culture within the curriculum is vital to prevent educational alienation. Roberto Alvarez vs. the Board of Trustees of the Lemon Grove School District was
the first successful case of school desegregation in which a Californian community came together and ended the segregation of Mexican-American students. This presentation will provide an overview of the case to audience members and provide a sample lesson plan that teachers could use to teach students about this monumental case. Including positive examples of Hispanic contributions to this nation is imperative to fostering a sense of belonging to school.

Rm. 462: Making Mathematics Accessible for English Learners (1 TC) Presenters Karen Kuhel
Associate Professor of TESOL Inclusive Education Department, Kennesaw State University
This workshop will provide participants with specific knowledge, skills, and strategies to a) develop language objectives that will inform teaching language and math content simultaneously; b) incorporate specific reading strategies into lesson delivery; and c) develop both general academic and content specific vocabulary within context. Participants will have hand-on opportunities to work with activities. In addition, participants will receive a list of online resources and references.
<table>
<thead>
<tr>
<th>Room</th>
<th>1:00PM – 2:10PM</th>
<th>2:20PM – 3:30PM</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td><strong>ESL Parent Involvement and Outreach (Getting them on board)</strong></td>
<td><strong>The Trouble with Transition</strong></td>
</tr>
<tr>
<td>182</td>
<td><strong>Supporting Non-Proficient Adolescent Readers: Identifying and Addressing Why They Struggle</strong></td>
<td><strong>Starting a Family Engagement Program from Scratch.</strong></td>
</tr>
<tr>
<td>213</td>
<td><strong>Imagine Mathematics</strong></td>
<td><strong>Culturally- Relevant Teaching: Connecting Home, School, Community, and the World</strong></td>
</tr>
<tr>
<td>217</td>
<td><strong>Blended Model Rotation Stations in the ELA/ESOL Classroom</strong></td>
<td><strong>Aligning the Universal Design for Learning Model to the WIDA Framework and the need for English learners to engage in high leverage literacy practices in every classroom.</strong></td>
</tr>
<tr>
<td>225</td>
<td><strong>One Stop Shop, Please</strong></td>
<td><strong>Supporting Success for Our ELs and Their Mainstream Teachers Across the Content Areas</strong></td>
</tr>
<tr>
<td>236</td>
<td><strong>Building Oral Language Skills with Kaizena.</strong></td>
<td></td>
</tr>
</tbody>
</table>
| 242  | **PART 1 What do evidence-based practices look like for Title III under the ESSA?**  
**THIS IS A 2 PART SESSION**  
**PART 2 What do evidence-based practices look like for Title III under the ESSA?**  
**THIS IS A 2 PART SESSION** |  |
| 244  | **Engage, Empower, and Transform: grassroots organizing and community building approach to parent engagement** | **Promoting Sensitivity and Understanding in Classrooms with Undocumented Latinx Students** |
| 248  | **English Learners 101: Helping Content Teachers Understand the Fundamentals** | **Parent Engagement is a FIESTA!** |
| 300  | **Continuing the Conversation: Linguistic Differentiation for Real Students.** |  |
| 460  | **Now that you got ‘em, what do you do with ‘em? Serving Dually Identified Students** | **Making Biology Accessible for English Learners** |
THURSDAY
1:00PM-2:10PM

Rm. 174: ESL Parent Involvement and Outreach (Getting them on board) (1F) Presenters Margaret Ruth Steedley, EL Teacher, Pierce County Schools
The presentation will help increase parent engagement and support as well as helping the parents learn English as their second language.

Rm. 182: Supporting Non-Proficient Adolescent Readers: Identifying and Addressing Why They Struggle (1 C) Presenters Catherine Bunch, Account Executive, Lexia Learning
Need to build your knowledge base of reading research but finding both time for and interpretation of that research difficult? This session is a hands-on opportunity to dig into research, collaborating to explore navigable research on the diverse and complex causes of non-proficient adolescent literacy, identification of these gaps, and possible solutions for helping non-proficient adolescent readers not only read well but to find reward in reading. This scenario-based session applies the Simple View of Reading to four approachable reader profiles which you can apply in your classroom tomorrow.

Rm. 213: Imagine Mathematics (2 C) Presenters Beth Doyal, Area Partnership Manager, and Alegre Golboure, Product Specialist, Imagine Learning
Students in middle and high school are often expected to easily transition from working primarily with numerals to working with variables. As math shifts from numbers to algebraic equations, many students struggle to make the cognitive leap, and conceptual misunderstandings are common. For English language learners, this challenge is amplified, as they struggle to grasp the meaning behind these new math terms and symbols. In this session, we’ll discuss this shift, and the importance of strengthening students’ foundation in both math fact fluency and conceptual understanding. We’ll explore the instructional tools and strategies in Imagine Math, designed to help students become active, confident problem solvers. Engaging adaptive instruction, timely feedback and Spanish audio support will immerse your students in a supportive yet challenging online learning environment. Students receive assistance in real time from bilingual certified math teachers, asking questions and clarifying their understanding. Your students will build the confidence to express both their current knowledge and areas of confusion, as they learn new concepts. The resulting habits of reflective learning consistent communication will serve students well, in math, and across the curriculum!

Rm. 217: Blended Model Rotation Stations in the ELA/ESOL Classroom (1 T C) Presenters Drenita Williams, Jennifer Tanner and Maria Moses, ESOL Teachers, Atlanta Public Schools
How can you provide students with daily managed literacy practices in an ELL/ELA classroom? Grounded in sound research, participants engage in blended model stations, often referred to as rotation stations. However, unlike the traditional rotation stations, the blended model incorporates, within a programmed time, student movement and online learning tasks with conventional teaching methods: whole group, small flexible groups and individual practice. Activities will include writing, reading, vocabulary and technology-based literacy instruction which replicate the blended design. These hands-on tasks will connect language and content for success of all students. Participants will have the opportunity to play games, interact with manipulatives, and engage in group discussions. Everyone leaves this session with practical takeaway strategies and documents that can be used immediately in the classroom.

Rm. 225: One Stop Shop, Please (1 TC) Presenters La-Tonya Simmons, Teacher on Special Assignment- District Support, Atlanta Public Schools and Jayson Hammett, Project Manager, Project ELL
Tick-Tock, Tick-Tock as ESOL teachers we can all relate to the countless hours spent completing ESOL compliance paperwork, creating data charts, and pulling reports from numerous platforms to capture data on our ELs. Wouldn’t it be great to have a one stop shop? Well, fret no more, in this session, you will learn how one school district’s ESOL department has taken their lost instructional time back by transitioning to a customizable ELL solution, Project ELL. Participants will learn about the software called Project ELL and how the implementation of this software has cut back on the time teachers spend completing mounds of paperwork, creating data charts, pulling reports, and instead focuses conversations on areas of need to help drive decision making at the district, campus, and individual student level. Participants will have the opportunity to explore components of the Project ELL platform and ask questions about the implementation.

Rm 236: Building Oral Language Skills with Kaizena (118 TD) Presenters Amy Fletcher and Brandy Douglas, ESOL Teachers, Coffee County Schools
In order to develop strong oral language skills, students need chances to use academic language in a non-threatening environment. Using Kaizena’s simple recording features makes it easy for students to record and review their answers, while providing teachers with access to listen to all recordings in
one place. This workshop presents suggestions on how to structure speaking lessons, including how to record and listen using Kaizena. Teachers will leave with easy ideas to help students plan their responses, choose technical language, and use rubrics to determine whether answers are sufficient. Students will develop academic language and speaking skills that will benefit them for life.

Rm. 242: What do evidence-based practices look like for Title III under the ESSA? PART 1 (This is a double session presentation) (CD) Presenters Margaret Baker, Title III Education Program Specialist; Tammie Smith and Dely Roberts, Georgia Department of Education

Session 1: Under ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are “evidence-based”. In this session, school teams (teachers + leaders) will collaborate to identify the level of evidence a specific intervention and instructional practice has on improving English Learner student outcomes. Session 2: After seeing the Logic Model one school or system is working on, school teams will discuss how to design a school-based system for verifying ongoing efforts to examine the effects of the activities, strategies, or interventions they are using with English Learners.

Rm. 244: Engage, Empower, and Transform: grassroots organizing and community building approach to parent engagement (F) Presenters Jose M. Osorio, Teacher, Bolton Academy and Joana Garcia, Community Specialist, Atlanta Public Schools

In an effort to increase parent participation, Atlanta Public Schools' Office of ESOL & World Languages uses grassroots organizing and community building approach to parent engagement; the intent behind the efforts is to forge partnerships between the district, parents, teachers, and communities in order to increase student success. APS took the task of building on the parents’ own funds of knowledge, taught self-advocacy, and provided leadership opportunities. Parent empowerment has resulted in the establishment of the Latino Association for Parents of Public schools “LAPPS.” LAPPS serves to empower members to remove the barriers from the educational system. By creating an opportunity for parents to lead and conduct their own parent workshops, the LAPPS group is making an effort to transform school communities. This transformation involves making connections between schools, teachers, and Latino parents, creating responsive cultural events for school communities, and educating Latino parents about the educational system and their role in their children’s education. LAPPS supports the Latino communities by working with them one-on-one; respecting parents’ values and perspectives is at the core of their work.

Rm. 248: English Learners 101: Helping Content Teachers Understand the Fundamentals (TC) Presenters Elizabeth Webb, Director of English Learner Programs, Gwinnett County Schools

Every school district faces the need to ensure that classroom teachers of ELs have the attitudes and dispositions and the basic knowledge and skills they need to differentiate instruction for English Learners. With a teaching corps of over 12,000 and over 25,000 EL students, the English Learner Programs Office of Gwinnett County Public Schools chose to develop an interactive online course targeting these goals. The course incorporates videos, readings, and resources to introduce teachers to key topics, invites teachers to reflect on their learning, and requires them to score 100% on several quizzes in order to complete the course. This session will provide an overview of the course as a whole and will allow participants to participate in several of the required activities.

Rm. 300: Continuing the Conversation: Linguistic Differentiation for Real Students (D) Presenters Stephanie Vo Jones, Author and ESL/Diversity Consultant

Rm. 460: Now that you got ‘em, what do you do with ‘em? Serving Dually Identified Students (CD) Presenters Stacey Arnett, ESOL/IEL Lead Teacher, Cobb County Schools and Jennifer Roose, IRR Special Education/Social Studies Teacher, Gwinnett County Schools

The Dually Served ESOL Student presentation will explain the needs of students who are served via Special Education and ESOL. The presentation will discuss and demonstrate various effective, research based strategies that are easy to implement and track. While many dually served students often struggle to meet Exit Criteria due to their exceptions, these strategies augment their deficits increasing Access Scores

THURSDAY 2:10PM-3:30PM

Rm. 174: The Trouble with Transition (FC) Presenters Angie Bagley, ESOL Lead Teacher, Cobb County Schools

Many ELs experience difficulty when transitioning from middle to high school. However, when MS and HS teachers plan together, and understand how programs and services vary between levels, they can craft a transition plan that sets students up for high school success.
Rm. 182: Starting a Family Engagement Program from Scratch (1 CD) Presenters Maria Howell, ESOL Coordinator and Erin Gonzalez, Family engagement Facilitator, Newton County Schools
In this presentation, we will share how we developed our Title III Family Engagement Program to support parents of ELs and immigrant students. We will share how we used parent survey data to determine the parents’ needs and how we have worked with schools to create a district wide program. We will share some of the challenges we faced and how we overcame those obstacles. Additionally, we will share examples of the workshops and fieldtrips we have provided within the program. Our program has included the following workshops and resources for our parents of ELs and immigrants: ESL Classes, Active Parenting for School Success, Basic Computer Classes for Parents, College Readiness, local fieldtrip to the county library, a Community Fair for ELs and Immigrant families. Additionally, we have a Title III Family Engagement Facilitator to support our families of ELs and immigrant students.

Rm. 213: Culturally-Relevant Teaching: Connecting Home, School, Community, and the World (1 CD) Presenters Kim Moore, Educational Consultant, Perfection Learning
In order to assist EL students in the acclimation process, culturally-relevant teaching strategies can assist in producing connections between home, school, and the community for teachers, students, and their parents. During this session, participants will engage in a science and geography unit based on the migration of the Loggerhead Sea Turtle. Using Open Educational Resources and additional resources, the participants will participate inquiry-based learning and real-world problem solving.

Rm. 217: Aligning the Universal Design for Learning Model to the WIDA Framework and the need for English learners to engage in high leverage literacy practices in every classroom (1 CD) Presenters Maria Montalvo, assistant professor and Joya Hicks, associate professor, Department of Inclusive Education, Kennesaw State University.
Recent advances in technology have given teachers a range of tools to assist in the education of all students whether they are ELs and immigrant students, students with disabilities, gifted, and/or are typically achieving. These tools range from simple adaptations of equipment (low tech) to cutting-edge software and hardware (high tech). All of these assistive technologies are designed for teachers to affect the students’ abilities to access and master the curriculum in new and innovative ways. Blending these technologies with the philosophies of Universal Design for Learning (UDL) and the WIDA framework will enable teachers to visualize how to support all learners and be better prepared to impact the learning opportunities of English Learners, specifically, in their language and literacy development.

Rm. 225: Supporting Success for Our ELs and Their Mainstream Teachers Across the Content Areas (1 CD) Presenters Lisa J. Splitt, ESOL Teacher, Fulton County Schools
How do you ensure that ELs in the mainstream content classes succeed? You assist them in their English literacy skills using proven strategies, materials, and scaffolding that enables them to have comprehensible input of the content presented. This is done at the student’s level of English language proficiency in the areas of listening, speaking, reading, and writing. How do you ensure that your ELs get the support they need when the ESOL teacher is not in the mainstream classroom with them? This is achieved by collaboration with mainstream teachers of content area classes that give the support THEY need in meeting the needs of their ELs in terms of accommodations, modifications of materials, strategies, and expectations for each student’s level of English proficiency in the areas of listening, speaking, reading, and writing.

Rm. 242: What do evidence-based practices look like for Title III under the ESSA? PART 2 (This is a double session presentation) (1 CD) Presenters Margaret Baker, Title III Education Program Specialist; Tammie Smith and Dely Roberts, Georgia Department of Education
Session 1: Under ESSA statute, educators are charged with ensuring that instructional activities, strategies, or interventions are “evidence-based”. In this session, school teams (teachers + leaders) will collaborate to identify the level of evidence a specific intervention and instructional practice has on improving English Learner student outcomes. Session 2: After seeing the Logic Model one school or system is working on, school teams will discuss how to design a school-based system for verifying ongoing efforts to examine the effects of the activities, strategies, or interventions they are using with English Learners.

Rm. 244: Promoting Sensitivity and Understanding in Classrooms with Undocumented Latinx Students (1 CD) Presenters Bryan Gillis, Associate Professor of English Education & Literacy, Kennesaw State University.
This presentation is designed to promote sensitivity and understanding in middle and high school classrooms with undocumented Latinx populations. Presenter will pair prompts with specific YA texts and a short documentary that portray the experience of the undocumented student. Discussions will provide opportunities for participants to recognize the emotions/thoughts that accompany their initial passage through a text, to see the shape of others’ responses, and to examine other ways of responding.
Rm. 248: Parent Engagement is a FIESTA! (1) F Presenters: Brandy Douglas and Kathy Wilcox, ESOL Teachers, Coffee County Schools
Join us to learn how to put the FIESTA into your parent engagement. During this session, the presenter will share resources and strategies that have proven successful for the Coffee County ESOL and Immigrant Family Literacy Program. Coffee County Schools have had a growing ESOL and Immigrant Family Literacy Program for over 8 years now. During that time, they have implemented several successful strategies. With guidance from the presenter, participants will brainstorm and share ideas during this session to be able to leave with a drafted plan to build or enhance their own ESOL and Immigrant Family Literacy Program.

Rm 460: Making Biology Accessible for English Learners(1)(3) T Presenters: Karen Kuhel, Associate Professor TESOL, Michael Dias, Professor of Biology Education and Brendan Callahan, Associate Professor Biology Education, Kennesaw State University
This workshop will provide participants with specific knowledge, skills, and strategies to a) develop language objectives that will inform teaching language and Biology content simultaneously; b) incorporate specific reading strategies into lesson delivery; and c) develop both general academic and content specific vocabulary within context. Participants will have hand-on opportunities to work with activities. In addition, participants will receive a list of online resources and references.
KSU Center Wifi Network: KSUGuest
Password: kennesaw

Floor Plan of KSU Center
Exhibitor List and Location

1. McGraw Hill Education
2. Dodge Learning Resources/Continental Press
3. Kennesaw State University Alumni Association
4. Secondary/Middles Grades Education Department
5. KSU Graduate Programs
6. Professional Association of Georgia Educators (PAGE)
7. Velasquez Press
8. James McHugh
9. reserved
10. Benchmark Education Company
11. GrapeSEED
12. Caslon, Inc.
13. TESOL
14. Project ELL
15. Voyager Sopris Learning
16. Lexia Learning
17. Corwin Publishing
18. Book Signing Table
19-20. National Geographic/Cengage
22. Imagine Learning
23-24. Kaplan Early Learning Center
Mon-Thurs Feb 5–8, 2018
ESOL Conference
**set-up by 4pm**