2017 ESOL Conference

16th annual
Jan. 31 - Feb. 2

IMPACTING LIVES

Advocate
Advance
Achieve

Kennesaw State University
Bagwell College of Education
You’re invited!

Bagwell Alumni, we want to keep you connected. The Kennesaw State Alumni Association is your source for University news, exciting networking events, exclusive career opportunities, and more!

Be sure to visit alumni.kennesaw.edu to update your information and stay informed on all alumni happenings. And since we know that educators work hard, but should play equally hard, while you’re there, check out our upcoming events and register for one happening this semester—for free! That’s right. It’s on us.

Just email alumni@kennesaw.edu and we’ll take care of the registration fee.

Be sure to include your name, the event, and the special promo code: “ESOLKSU” in your email. This offer expires May 2017.

Go Owls!

#owlalum
Welcome to the

16th Annual ESOL Conference

January 31, 2017—February 2, 2017

Advocate, Advance, Achieve

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

January 31 and February 1—Elementary School Focus

February 2—Middle and High School Focus

Program printing sponsored by

Minuteman Press
821 Concord Road SE
Smyrna, GA 30080
Phone: 770-919-9881  Fax: 770-919-9882
Email: kennesaw@kennploth.net
Web: www.towncenter.minutemanpress.com
Dear Colleagues,

On behalf of the Bagwell College of Education, let me welcome you to the 16th Annual ESOL Conference. Once again, we have the honor of co-sponsoring this event with the Georgia Department of Education Title III-ESOL Department. Together, we have planned a stimulating program to facilitate your ongoing professional growth as an English language educator. I commend you for participating in this worthwhile event, and I wish you success in your exploration of new ways to increase the learning of students who are acquiring academic language in English.

This year’s conference theme, “Advocate, Advance, Achieve,” is intended to remind us that whatever our role may be – general educator, novice ESOL educator, experienced ESOL educator, or school/district leader – we all play a critical role in advocating for research-based, innovative teaching practices that make content accessible to English learners. Engaging ELs in developmentally meaningful ways provides them opportunities to advance both personally and academically to achieve at levels that ensure their success in meeting the College and Career Readiness Standards. Through collaboration, we are empowered to develop and build upon a shared knowledge base and achieve greater progress on the challenges of daily classroom practice.

The array of sessions scheduled throughout the day will allow you to choose relevant and thought provoking professional development that will enhance the learning communities you establish for all of your students. Also, take this time to network with conference attendees from across the state. Enjoy a productive exchange of ideas and information as you seek new strategies to meet the needs of an ever-growing diverse P-12 student population. I applaud you as you continue your efforts to make learning important to all those you serve.

Professionally yours,

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

On behalf of the Georgia Department of Education, I am thrilled to welcome you to the 2017 Kennesaw State University ESOL Conference! Now in its sixteenth year, your attendance is proof that this event is a worthwhile place to be for ESOL professionals working to meet the needs of the more than 104,000 English language learners in Georgia.

This year’s theme, “Advocate, Advance, Achieve,” captures one of our fundamental underlying principles. It highlights our belief that the success of both the English language learner and the ESOL professional is closely linked.

We hope that the keynote speakers, the workshop presentations, the exhibit hall, and your interactions with your colleagues provide you with value added opportunities to become engaged as active participants. Please take a moment to share your wonderful experiences while you are here at the conference via social media. Be on the lookout for opportunities to post, share and tweet your experiences from session prompts! Your thoughts and ideas are very important to our continued success.

Also, the rest of the Georgia Department of Education ESOL & Title III team is here: Cori, Tammie, Meg, and Dely (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, I welcome you to another amazing learning and sharing event.

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
16th Annual ESOL Conference

ESOL Executive Committee ........................................................................5

Keynote Speakers .........................................................................................6

Conference Schedule ..................................................................................10

General Information ....................................................................................12

Sponsorship Partners ..................................................................................13

Schedule Planner .........................................................................................14

Presentation Types .......................................................................................15

Session Workshops ......................................................................................16-40

Map of KSU Center .......................................................................................41

Exhibitor List & Locations ..........................................................................42
THANK YOU!

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 Center for Education 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.

Holly Arnold, Kennesaw State University
Barbara Beaverson, Fulton County Schools
Kristy Brown, Kennesaw State University
Paula Camp, Bartow County Schools
Jacqueline Ellis, GaDOE / Title III/ESOL
Linda Evans, Kennesaw State University
Adria Griffin, Marietta City Schools
Teri Harris, Paulding County Schools
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 Public Schools
Maria Montalvo, Kennesaw State University
Chantal Normil, Clayton County Schools
German Suarez, Cobb 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. Tyanne Pethel. Tyanne and the amazing CEPP staff—Dr. Kristy Brown, Ms. Donna Fitzgerald, Ms. Arlean Paige, and Ms. Ellen Salyer—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

Dr. Linda Shuford Evans
Kennesaw State University
Dr. Cathy Amanti received her BA in Elementary Bilingual Education, her MA in Cultural Anthropology, and her PhD in Language, Reading, and Culture, from the University of Arizona.

She worked for 21 years for Tucson Unified School District in Tucson, Arizona as a bilingual education teacher, assistant principal, coordinator of the Language Acquisition Department, and project manager in the Department of Student Equity.

Currently, Dr. Amanti teaches ESOL methods at Georgia State University. She has written and presented on the Funds of Knowledge research project, teaching English language learners, bilingual education, educational technology, and school discipline.

She recently completed a co-edited volume entitled Critical Perspectives on Teaching and Learning English Around the Globe, which is a compilation of original qualitative research studies that focus on the experiences of English language learners and teachers in various parts of the globe.
KSU Alumni Association proudly presents our

KEYNOTE SPEAKER

Feb 1, 2017

Ms. Carmen Agra Deedy

Carmen Agra Deedy has been writing for children for over two decades. Born in Havana, Cuba, she came to the U.S. as a refugee in 1964. She grew up in Decatur, Georgia, where she lives today.

Deedy began writing as a young mother and storyteller whose NPR commentaries on All Things Considered were collected and released under the title, Growing Up Cuban In Decatur, Georgia. The pithy collection of twelve stories soon garnered awards, among them a 1995 Publishers Weekly Best Audio (Adult Storytelling) and a 1996 Parents’ Choice Gold Award. Her children’s books have won numerous awards.

The Library Dragon received various children’s state book awards and has sold near half a million copies. In 2003 the book was her home state’s choice to represent Georgia at the Library of Congress’s National Book Festival.

Deedy has spent the past twenty years writing and telling stories. She has been an invited speaker at venues as varied as The American Library Association, Refugees International, The International Reading Association, Columbia University, The Smithsonian Institute, TED, The National Book Festival, and the Kennedy Center.
proudly presents our

KEYNOTE SPEAKER
Feb 2, 2017
Mr. Manny Scott

An original Freedom Writer whose story is told in part in the 2007 hit movie, Freedom Writers, Manny Scott has energized over a million leaders, educators, volunteers, and students worldwide with his authentic, inspiring messages of hope.

In 2007, he founded Ink International, Inc, an educational consulting firm that has empowered over 1.5 million people to improve the quality of not only their own lives, but also the lives of those around them; Ink has helped hundreds of organizations raise student achievement and leader effectiveness in 47 states and four continents; and, Ink has helped prevent thousands of dropouts and suicides.

He is the author of three books: Your Next Chapter, a book that shows people, step-by-step, how to create the life of their dreams; and, How to R.E.A.C.H. Youth Today, a book that shares his unique approach to helping others; and, Turning the Page, his not-yet-released memoir that he only makes available to people who hear him in person.

Manny has a gift: the ability to connect with, hold the attention of, and energize all kinds of audiences. From inner-city youth to business executives, Manny has learned to speak, and command, the language of his audiences with relevant, riveting, and compelling messages, moving them from cheers, to laughter, to tears, and go-forward determination.
Thank you to our KSU Art students

A Special Thank you to Dr. Carole Mauge-Lewis and the art students of Kennesaw State University for participating in our ESOL conference and taking time to design options for covers and banners 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. - Dr. Linda Evans

Sarah Joy Cox
conference program cover and
banner designer

Greetings! My name is Sarah Joy Cox. I am a senior at Kennesaw State University with a Graphic Communications major.

For the ESOL program cover and banner, I balanced a playful and professional approach with illustrative strokes. My focus was to create growth and movement to evoke positivity and advancement.

After my graduation in the Spring of 2017, I plan to venture off into the “real world” where I will use my creative talent to positively impact society and design for change.

Lucy Kimundi is a native of Kenya, who moved to the US in 1998 and currently resides in Georgia.

Lucy was interested in art at an early age and decided to pursue it even further in high school. While in high school, she learned the different areas of art such as fabric print, screen-printing, and batik but was also drawn to non-tradition art of architecture and graphic design. She also tried to work in ceramics and painting, but found her true calling in graphic design.

Lucy chose to pursue graphic design in college and has been working in that field for over fifteen years in Kenya and the United States. Although she loves the traditional mediums of art, she prefers to work in digital format. Her style is contemporary and occasionally, she incorporates her own photography into her work. Lucy aspires to be a great designer and hopes that one day her designs will make a difference.

Lucy Kimundi, banner designer
ESOL Conference Overview

Advocate, Advance, Achieve

Tuesday, January 31 and Wednesday February 1
Elementary School Educators

Thursday, February 2
Middle and High School Educators

Daily Conference Schedule: 7:30 a.m. - 3:30 p.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 - 8:30</td>
<td>Registration, Breakfast and Vendor Visits</td>
</tr>
<tr>
<td>8:30 - 8:40</td>
<td>Welcome &amp; Introductions</td>
</tr>
<tr>
<td>8:40 - 9:40</td>
<td>Keynote Speaker</td>
</tr>
<tr>
<td>9:40 - 9:50</td>
<td>Break - Vendor Visits</td>
</tr>
<tr>
<td>9:50 - 11:00</td>
<td>Session 1</td>
</tr>
<tr>
<td>11:00 - 11:10</td>
<td>Break - Vendor Visits</td>
</tr>
<tr>
<td>11:10 - 12:20</td>
<td>Session 2</td>
</tr>
<tr>
<td>12:20 - 1:00</td>
<td>Lunch and Vendor Visits</td>
</tr>
<tr>
<td>1:00 - 2:10</td>
<td>Session 3</td>
</tr>
<tr>
<td>2:10 - 2:20</td>
<td>Snack Break and Vendor Visits</td>
</tr>
<tr>
<td>2:20 - 3:30</td>
<td>Session 4</td>
</tr>
</tbody>
</table>
Daily Menu Selection

**Breakfast: Served from 7:30am—8:30am (annex of Room 400)**
- Assorted Fruit Yogurt
- Assortment of Fresh Bagels and Cream Cheese
- Assortment of Breakfast Danish
- Assortment of House Muffins
- Coffee—regular and decaf
- Assorted Hot Tea, Water

**Lunch: Served from 12:00pm—1:00pm (annex of Room 400)**
- Boxed Lunches and Entrée Salads
  Meals include: Seasonal Fruit Salad, Pasta Salad, Potato Chips
  Tomato Basil Soup (optional)  
  **(choose 1)**
  - Turkey and Cheddar on white bread or on gluten free bread
  - Grilled Cumin-Lime Chicken Fajita Wrap
  - Baked Ham and American on honey-oat bread or on gluten free bread
    - Gourmet Chef Salad
    - Greek Salad (Vegetarian/Vegan)
  Sweet/Unsweet Tea and Water

**Afternoon Snack Break: Served from 2:10pm-2:20pm**
**Located in the hallway near meeting rooms**
- Home Style Cookies
- Chocolate Chip & Oatmeal Raisin
- Granola Bars
- Gluten Free / Vegan option—chef’s choice
  - Water
GENERAL INFORMATION

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 sessions.
Thank you to our sponsors!

**PLATINUM SPONSORS**
IMAGINE LEARNING

**SILVER SPONSORS**
KENNESAW STATE UNIVERSITY ALUMNI ASSOCIATION
LEXIA LEARNING

**BRONZE SPONSORS**
CONTINENTAL PRESS
DODGE LEARNING
NATIONAL GEOGRAPHIC/CENGAGE LEARNING
PERMABOUND BOOK COMPANY
PERFECTION LEARNING
PROFESSIONAL ASSOCIATION OF GEORGIA EDUCATORS
PROJECT ELL
VELAZQUEZ PRESS

**VENDORS**
CASLON, INC.
EDUCATORS FIRST
JMETIK MAYA
KSU—ESS, TRAC AND GRADUATE PROGRAMS
PRESENCIA
<table>
<thead>
<tr>
<th>TIME</th>
<th>SESSION</th>
<th>ROOM</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30—8:30</td>
<td>Registration, Breakfast and Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>8:30—8:40</td>
<td>Welcome and 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 and Vendor Visits</td>
<td></td>
</tr>
<tr>
<td>9:50—11:00</td>
<td><strong>Workshop Session I</strong></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 and Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>11:10—12:20</td>
<td><strong>Workshop Session II</strong></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 and Vendor Visits</td>
<td>400 and Atrium</td>
</tr>
<tr>
<td>1:00—2:10</td>
<td><strong>Workshop Session III</strong></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>Snack Break and Vendor Visits</td>
<td>Three stations placed near</td>
</tr>
<tr>
<td></td>
<td></td>
<td>meeting rooms</td>
</tr>
<tr>
<td>2:20—3:30</td>
<td><strong>Workshop Session IV</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2:</td>
<td></td>
</tr>
</tbody>
</table>
Content Area Focus

① = English Language Arts  ② = Math
③ = Science               ④ = Social Studies/History
⑤ = Art                    ⑥ = Music
⑦ = Health/PE             ⑧ = Instructional Tech
⑨ = Foreign Language      ⑩ = Career Tech
⑪ = Other                 ⑫ = All

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 EL's who are gifted or who have special needs, constructed response testing strategies.
<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>One-to-one Tutoring for EL Learners: Effects on Students and Tutors</td>
<td>One-to-one Tutoring for EL Learners: Effects on Students and Tutors</td>
</tr>
<tr>
<td>182</td>
<td>Tech Toolbox to Support ELs</td>
<td>Parent Strategies for K-5</td>
</tr>
<tr>
<td>217</td>
<td>Family Engagement through APTT (Academic Parent Teacher Teams)</td>
<td>Family Engagement through APTT (Academic Parent Teacher Teams)</td>
</tr>
<tr>
<td>225</td>
<td>The Challenge with Mathematics is English</td>
<td>Using GATESOL Cultural Immersion Grant to create Professional Learning Community</td>
</tr>
<tr>
<td>242</td>
<td>Technology in the Hands of Students</td>
<td>Technology in the Hands of Students</td>
</tr>
<tr>
<td>244</td>
<td>What a First Year Dual Immersion Program Looks Like</td>
<td>What a First Year Dual Immersion Program Looks Like</td>
</tr>
<tr>
<td>248</td>
<td>English Learners' Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
<td>English Learners' Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
</tr>
<tr>
<td>300</td>
<td>ELs and Content Based Writing</td>
<td>ELs and Content Based Writing</td>
</tr>
<tr>
<td>460</td>
<td>Effectively Serving your Dually Identified Students</td>
<td>Title III Coordinators Meeting</td>
</tr>
<tr>
<td>462</td>
<td>Hands on Oral Language Activities for Math</td>
<td>Hands on Oral Language Activities for Math</td>
</tr>
<tr>
<td>464</td>
<td>Picture Word Incultive Model/ Write All About It!</td>
<td>Picture Word Incultive Model/ Write All About It!</td>
</tr>
</tbody>
</table>
Tuesday
9:50 AM—11:00 AM

Rm 174: One-to-one Tutoring for EL Learners: Effects on Students and Tutors (1, 2, 3, 4, F, C) Presenters: Christina Cotsakis Cordon & William Mira, graduate assistants, UGA, CLASE
This presentation will share CLASE’s one-to-one after-school tutoring program model for English Language Learners and discuss how the program has affected the EL Learners and the university tutors that have participated in the program. Educators will learn about how they could establish a tutoring program for EL Learners in collaboration with local universities or other community resources.

Rm 182: Tech Toolbox to Support ELs (3, 4, T) Presenters: LaTonya Simmons, Maria Dunbar & Katherine Stocking, ESOL and World Languages District Support Teacher, Atlanta Public Schools.
Let’s hammer out all the technology fears and add new tools/resources to your technology toolbox. In this session, attendees will learn about 10 technology resources that can be used in classrooms to support ELs success.

Rm 213: Imagine Learning’s New Offering—Think Through Math (2, D) Presenter Alegra Goulbourne, Imagine Learning
Understanding the language of mathematics is complex for all students, and can be especially frustrating for English Language learners. Mathematical reasoning and problem solving require an understanding of math vocabulary and related contexts. In this session, you will experience the instructional tools and strategies in Imagine Learning’s new offering – Think Through Math, designed to help English Language learners become active, confident problem solvers. Engaging adaptive instruction, timely feedback and Spanish audio support immerse your students in a supportive yet challenging online learning environment. Students receive feedback in real time from bilingual certified math teachers, asking questions and clarifying their understanding as needed. See how this comes together to create a personalized experience as we explore an elementary math lesson. Your English learners will actively build on what they know, and view language as a bridge not a barrier to their success in math.

Rm 217: Family Engagement through APTTT (Academic Parent Teacher Teams) (2, F, C, D) Presenters Liz Raifton, lead ESOL teacher & Daisy Tremps, Quality Work Facilitator, Forsyth Co Schools
APTT (Academic Parent Teacher Teams) is a research based program designed to promote student (con’t)

Rm 217: (continued) achievement by teaching on specific grade level skills. It allows parents the opportunity to collaborate with teachers and other parents several times throughout the year. At team meetings, teachers share classroom data, train parents in teaching grade level skills at home, and help parents set S.M.A.R.T. goals for students. All stakeholders are actively involved in promoting and supporting student achievement.

Rm 225: The Challenge with Mathematics is English (3, D) Presenter: Christina Zakis, Title III Program Specialist, Gwinnett Co Schools
Math is NOT a universal language. Let’s empower teachers of Mathematics to be effective teachers of language as well as content. We will explore strategies and resources for providing the language of mathematics for ELs in the Mathematics classroom.

Rm 242: Technology in the Hands of Students (3, 4, 5, T) Presenter: Diana Delaney, ESOL teacher Forsyth Co Schools
How many times have you gone to a conference and learned about technology but have not really seen students in action? During this presentation, I will share strategies on how your students can use technology in the classroom to create and improve the 4 Language Domains, while still having fun. In addition to strategies, teachers will be able to see how students assess, give feedback and incorporate Coding into their curriculum.

Rm 244: What a First Year Dual Immersion Program Looks Like (3, C) Presenters: Carrie Madden & Lindsey Hamburg, ESOL teachers Cobb Co Schools
The presentation will show others what our first year Dual Immersion looks like on a typical day. We will discuss the entrance into the program, switching classes, roles of each teacher, how assessments are given and the successes and strategies thus far.

Rm 248: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills (3, D) Presenter: 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.

Please submit a survey for each session you attend to be entered into a drawing for a daily prize
Scan the QR code to take the survey
Tuesday
9:50 AM—11:00 AM

Rm 300: ELs and Content Based Writing (Q,D)
Presenter: Julie Warner, ESOL teacher, Gwinnett
Public Schools
During this interactive session, participants will use
DBQs to integrate Writing within content areas to further
support EL vocabulary development and content
knowledge. Participants will learn how to scaffold writ-
ing tasks based on the WIDA Writing Rubric and EL
Language proficiency levels throughout the stages of
writing development. Participants will also learn how to
incorporate Larry Bell’s research on the 12 Powerful
Words into their writing instruction. Learn how to create
meaningful and rigorous writing tasks for your ELs!

Rm 460: Effectively Serving your Dually Identified
Students(Q, C, D) Presenters Sean Bagley, ESOL
Consultant & Melissa Lumis, Special Education
Trainer, Cobb Co Schools
Teachers need to understand the unique challenges of
supporting students who are diagnosed as Students
with Disabilities (SWD) and English Learners (EL). The
presenters will provide background for both services,
requirements of the law, strategies for support, and
types of effective differentiation that should be used to
determine content knowledge.

Rm 462: Hands on Oral Language Activities for
Math (Q, D) Presenters Paula Guy & Jill Stephens,
ESOL teachers Bartow Co Schools
We will first define what oral language is and what it
should look like in the classroom. We will look at what
the research says about the importance of oral lan-
guage instruction for English Language Learners. We
will explore four different hands on, interactive activities
that both ESOL and mainstream teachers will be able to
utilize in their classroom the next day.

Rm 464: Picture Word Incutitive Model/ Write All
About It! (Q,D) Presenter: Catherine Hampton,
ESOL teacher, Gordon Co Schools
The PWIM is an inquiry-oriented language arts strategy
that uses pictures containing familiar objects and ac-
tions to elicit words from children's listening and speak-
ing vocabularies. Teachers use the PWIM with classes,
small groups, and individuals to lead them into inquiring
about words, adding words to their sight-reading and
writing vocabularies, discovering phonetic and structural
principles, and using observation and analysis in their
study of reading, writing, comprehending, and compos-
ing.

Tuesday
11:10 AM—12:20 PM

Rm 174: One-to-one Tutoring for EL Learners: Effects on
Students and Tutors (Q,Q,Q,Q,F,C) Presenters: Christina
Cotsakis Cordon & William Mira, graduate assistants, UGA,
CLASE
This presentation will share CLASE’s one-to-one afterschool
tutoring program model for English Language Learners and dis-
cuss how the program has affected the EL Learners and the
university tutors that have participated in the program. Educators
will learn how they could establish a tutoring program for EL
Learners in collaboration with local universities or other commu-
nity resources.

Rm 182: Parent Strategies for K-5 (Q, F) Presenters Vinnie
Prasad & Alison Fridborg, Title I K-5 Math Coaches, Cobb
Co Schools
Do your parents know how to help their children with K-5 math?
This session will focus on how to help parents with mental math
strategies that are part of the Georgia Standards of Excellence.
Each participant will walk away with a parent strategy guide in
English and Spanish.

Rm 213: F.A.M.E. (Family Achievement Makes Excellence):
Empowering the Entire ESOL Family (Q,Q,F,C) Presenters:
Kathy O’Hara-Rosa, lead ESOL teacher Cobb Co Schools &
Dr. Raynice Jean Seguir, professor and coordinator B-5
program KSU
The F.A.M.E. Program targets the entire ESOL family for aca-
demic success by giving families the tools needed to advocate
for themselves and realize the dreams they have for their fami-
lies. Participants will be introduced to the program through a
PowerPoint presentation, video clips, interviews and photos.
Successful strategies and materials will be modeled as partici-
pants are given an opportunity to experience the materials/activities just like our ESOL families.

Rm 217: Family Engagement through APTT (Academic Par-
ent Teacher Teams) (Q,Q,F,C,D) Presenters Liz Ralston,
lead ESOL teacher & Daisy Tremps, Quality Work Facilitator,
Forsyth Co Schools
APTT (Academic Parent Teacher Teams) is a researched based
program designed to promote student achievement by teaching
on specific grade level skills. It allows parents the opportunity to
collaborate with teachers and other parents several times
throughout the year. At team meetings, teachers share class-
room data, train parents in teaching grade level skills at home,
and help parents set S.M.A.R.T. goals for students. All stake-
holders are actively involved in promoting and supporting student
achievement.
Tuesday
11:10 AM—12:20 PM

Rm 225: Using GATESOL Cultural Immersion Grant to create Professional Learning Community
(⑫,F,C,D) Presenter: Brianne Church, ESOL teacher, Haralson Co Schools.
GATESOL John R. Stowe Cultural Immersion Grant recipient will share experiences from immersion in Puerto Rico, the advice of educators from Guayama City, strategies for creating a Professional Learning Community for Cultural Proficiency and a Parent Engagement Program. Participants will be invited to collaborate and begin planning their own programs or build on programs that already exist in their districts.

Rm 242: Technology in the Hands of Students (①③, T) Presenter: Diana Delaney, ESOL teacher, Forsyth Co Schools
How many times have you gone to a conference and learned about technology but have not really seen students in action? During this presentation, I will share strategies on how your students can use technology in the classroom to create and improve the 4 Language Domains, while still having fun. In addition to strategies, teachers will be able to see how students assess, give feedback and incorporate Coding into their curriculum.

Rm 244: What a First Year Dual Immersion Program Looks Like (⑨,C) Presenters: Carrie Madden & Lindsey Hamburg, ESOL teachers Cobb Co Schools
The presentation will show others what our first year Dual Immersion looks like on a typical day. We will discuss the entrance into the program, switching classes, roles of each teacher, how assessments are given and the successes and strategies thus far.

Rm 248: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills (②, D) Presenter: 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 300: ELs and Content Based Writing (①,D) Presenter: Julie Warner, ESOL teacher, Gwinnett Public Schools
During this interactive session, participants will use DBQs to integrate Writing within content areas to further support EL vocabulary development and content knowledge. Participants will learn how to scaffold writing tasks based on the WIDA Writing Rubric and EL Language proficiency levels throughout the stages of writing development. Participants will also learn how to incorporate Larry Bell’s research on the 12 Powerful Words into their writing instruction. Learn how to create meaningful and rigorous writing tasks for your ELs!

Rm 460: Title III Coordinators Meeting Facilitator: Margaret McKenzie, Atlanta Public Schools
Q & A session for current district Title III coordinators

Rm 462: Hands on Oral Language Activities for Math (②, D) Presenters Paula Guy & Jill Stephens, ESOL teachers, Bartow Co Schools
We will first define what oral language is and what it should look like in the classroom. We will look at what the research says about the importance of oral language instruction for English Language Learners. We will explore four different hands on, interactive activities that both ESOL and mainstream teachers will be able to utilize in their classroom the next day.

Rm 464: Picture Word Incitutive Model/ Write All About It! (①,D) Presenter: Catherine Hampton, ESOL teacher, Gordon Co Schools
The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children’s listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing.

Please submit a survey for each session you attend to be entered into a drawing for a daily prize
Scan the QR code to take the survey
## 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>Analyzing the Language Demands of the GSE through the WIDA ELD Standards Framework</td>
<td>Come and see Imagine Learning’s Espanol for the young learner!</td>
</tr>
<tr>
<td>182</td>
<td>Integrating Technology into the Classroom</td>
<td>Integrating Technology into the Classroom</td>
</tr>
<tr>
<td>213</td>
<td>Increasing EL Achievement Through a Balanced Literacy Approach</td>
<td>Increasing EL Achievement Through a Balanced Literacy Approach</td>
</tr>
<tr>
<td>217</td>
<td>Engaging EL Families as Partners in Education</td>
<td>Engaging EL Families as Partners in Education</td>
</tr>
<tr>
<td>225</td>
<td>Excellent Text Adventures</td>
<td>Excellent Text Adventures</td>
</tr>
<tr>
<td>242</td>
<td>Writer’s Workshop for ELs (K-2)</td>
<td>Writer’s Workshop for ELs (K-2)</td>
</tr>
<tr>
<td>244</td>
<td>Building Communities through Bonding, Trust, and Education</td>
<td>Building Communities through Bonding, Trust, and Education</td>
</tr>
<tr>
<td>248</td>
<td>Attributes of the Ga TKES and advocacy measures for unsuccessful evaluations</td>
<td>Attributes of the Ga TKES and advocacy measures for unsuccessful evaluations</td>
</tr>
<tr>
<td>300</td>
<td>From Seatwork to Feetwork (k-5)</td>
<td>From Seatwork to Feetwork (k-5)</td>
</tr>
<tr>
<td>460</td>
<td>Breaking Bad through Blended Learning</td>
<td>Empowering Teachers of ELs and Evaluators—Meaningful Conversations about TKES Evaluations</td>
</tr>
<tr>
<td>462</td>
<td>Teaching and assessing for biliteracy in dual language programs</td>
<td>Teaching and assessing for biliteracy in dual language programs</td>
</tr>
<tr>
<td>464</td>
<td>Digit Dialog—Using numbers to think critically</td>
<td>Digit Dialog—Using numbers to think critically</td>
</tr>
</tbody>
</table>
Tuesday
1:00PM—2:10 PM

Rm 174: Analyzing the Language Demands of the GSE through the WIDA ELD Standards Framework (Q, D) Presenter Dr. Margaret Baker, Title III Specialist, GADOE
Participants will learn how to use WIDA’s Features of Academic Language and Performance Definitions to examine the language demands of the GSE.

Rm 182: Integrating Technology into the Classroom (Q,F,C,D) Presenters Stephen R Paine & Paul Griffith, ESOL teachers, Dougherty Co Schools
Are you ready to have fun and be challenged at the same time? Then our technology integration breakout session is for you! How would you like to take relative technological apps/links that your students will love to interact with back to your school when you leave from the KSU/ESOL conference? Then waste no time, decide now to locate our session before it fills up and join us as we delve into: http://www.symbaloo.com/mix/esolsrpaine.

Rm 213: Increasing EL Achievement Through a Balanced Literacy Approach (Q,D) Presenter Meredith Braham Lead ESOL teacher, Gainesville City Schools
Learn about the GA DOE’s Striving Readers initiative and how to implement balanced literacy to strengthen language development and boost achievement scores. Experience the Comprehensive Reading Solutions strategies for effective language and literacy practices for ELs within the context of interactive read alouds, shared reading, differentiated reading skill groups, and writing workshop. Explore methods for addressing the stages and domains of language development and applying WIDA Can-Do statements with text-based strategies across the language arts curriculum.

Rm 217: Engaging EL Families as Partners in Education (Q,F) Presenters Dely Roberts, & Tammie Smith Title III Specialists, Ga DOE
In this session you will learn about Title III Parent & Family Engagement research, promising practices, and useful tools and resources to strengthen your school’s partnerships with EL families and community members and support student learning.

Rm 225: Excellent Text Adventures (Q,Q,Q, T, D) Presenters: Bambi Willard, ELL Search Teacher and Jennifer Poole, ELL teacher, Hall Co Schools
Using mentor texts in the EL classroom can be challenging and very rewarding at the same time. We will explore the possibilities of using mentor texts with EL learners in reading, vocabulary, writing and other content areas.

Rm 242: Writer’s Workshop for ELs (K-2) (Q, D) Presenter: Jennifer Williams, ESOL teacher Marietta City Schools
A writer’s workshop delivery method built on best practices and proven frameworks that helps ELs meet and exceed writing standards through teacher collaboration and differentiation.

Rm 244: Building Communities through Bonding, Trust, and Education The Case of Bilingual Liaisons in APS (Q,F) Presenters: Joana Garcia & David Galban, Bi-lingual Community Liaisons Atlanta Public Schools
Parental engagement is not only one of the strongest predictors of student’s success in the school but it also creates a sense of wellbeing in the community. Research shows that family engagement can highly improve children’s academic and emotional functioning. However, in some culturally diverse communities, engagement is a challenge for school systems. Culturally diverse populations face specific challenges that hold them back from participating in schools activities and/or students education. By bonding with these communities and educating them, we have developed trust that translate into entitlement and willingness to participate.

Rm 248: Attributes of the Ga TKES and advocacy measures for unsuccessful evaluations (C, Q) Presenters Tommy Stephens, Assistant Executive Director and Tana Page Executive Director, Educators First
An examination of elements of the Ga Teacher Effectiveness System (TKES) and advocacy measures that ensure the TKES evaluation system appraises educators performance accurately and fairly. Also included is an interactive discussion of the effectiveness of TKES in providing teachers with more meaningful feedback and support so they can achieve the goal of increasing academic learning and achievement for all students.
Digit Dialog provides opportunities for children to work with computation in meaningful ways. During these sessions, the teacher presents various problems to groups of children and asks them to share the processes they used to figure out “how many.” Digit Dialog can be held either with the whole class or with small groups.

When children are working with the whole class, they will have opportunities to experience a wide range of problems and many different ways to solve them. When working with a small group, the teacher can make sure all the children have the opportunity to share their processes, and can more easily tailor the problems to meet the needs of particular group.

In this session, participants will discover how technology and blended learning combine to build literacy skills in Spanish with Imagine Learning Espanol. This innovative and engaging solution designed by native speakers of Spanish, develops literacy and language proficiency for Early Learners (PK-1st Grade) in a pedagogically sound manner. Participants will become familiar with critical elements of Imagine Learning Espanol including: its focus on the essential building blocks of reading, differentiated instruction and game-based engagement. Embedded components such as reading comprehension, phonics, word recognition and authentic text strategies will also be highlighted.

In this session you will learn about Title III Parent & Family Engagement. We also demonstrate how educators can use evidence of students' biliteracy development for advocacy. We've all heard the saying, “I hear and I forget. I see and I remember. I do and I understand.” (I believe it is probably more accurate to say, “I see, and I might remember.”) This is true for all learners, including adults. This presentation will model ideas that foster student/learner interaction which allows opportunities to process learning and develop language levels at a faster rate. Be ready to “get your move on.”

Dual language programs are increasing in number throughout the United States, as are the number of states that have adopted the Seal of Biliteracy. Unfortunately, however, most dual language/bilingual educators have not learned to teach or assess for biliteracy. This interactive session shows teachers and administrators how to effectively promote and document their students’ biliteracy development. We also demonstrate how educators can use evidence of students’ biliteracy development for advocacy.

In this session, participants will discover how technology and blended learning combine to build literacy skills in Spanish with Imagine Learning Espanol. This innovative and engaging solution designed by native speakers of Spanish, develops literacy and language proficiency for Early Learners (PK-1st Grade) in a pedagogically sound manner. Participants will become familiar with critical elements of Imagine Learning Espanol including: its focus on the essential building blocks of reading, differentiated instruction and game-based engagement. Embedded components such as reading comprehension, phonics, word recognition and authentic text strategies will also be highlighted.

In this session you will learn about Title III Parent & Family Engagement. We also demonstrate how educators can use evidence of students' biliteracy development for advocacy. We've all heard the saying, “I hear and I forget. I see and I remember. I do and I understand.” (I believe it is probably more accurate to say, “I see, and I might remember.”) This is true for all learners, including adults. This presentation will model ideas that foster student/learner interaction which allows opportunities to process learning and develop language levels at a faster rate. Be ready to “get your move on.”

Dual language programs are increasing in number throughout the United States, as are the number of states that have adopted the Seal of Biliteracy. Unfortunately, however, most dual language/bilingual educators have not learned to teach or assess for biliteracy. This interactive session shows teachers and administrators how to effectively promote and document their students’ biliteracy development. We also demonstrate how educators can use evidence of students’ biliteracy development for advocacy.

In this session, participants will discover how technology and blended learning combine to build literacy skills in Spanish with Imagine Learning Espanol. This innovative and engaging solution designed by native speakers of Spanish, develops literacy and language proficiency for Early Learners (PK-1st Grade) in a pedagogically sound manner. Participants will become familiar with critical elements of Imagine Learning Espanol including: its focus on the essential building blocks of reading, differentiated instruction and game-based engagement. Embedded components such as reading comprehension, phonics, word recognition and authentic text strategies will also be highlighted.

In this session you will learn about Title III Parent & Family Engagement. We also demonstrate how educators can use evidence of students' biliteracy development for advocacy. We've all heard the saying, “I hear and I forget. I see and I remember. I do and I understand.” (I believe it is probably more accurate to say, “I see, and I might remember.”) This is true for all learners, including adults. This presentation will model ideas that foster student/learner interaction which allows opportunities to process learning and develop language levels at a faster rate. Be ready to “get your move on.”

Dual language programs are increasing in number throughout the United States, as are the number of states that have adopted the Seal of Biliteracy. Unfortunately, however, most dual language/bilingual educators have not learned to teach or assess for biliteracy. This interactive session shows teachers and administrators how to effectively promote and document their students’ biliteracy development. We also demonstrate how educators can use evidence of students’ biliteracy development for advocacy.
Tuesday
2:20 PM—3:30 PM

Rm 225: Excellent Text Adventures (①②④, T, D)
Presenters: Bambi Willard, ELL Search Teacher and Jennifer Poole, ELL teacher, Hall Co Schools
Using mentor texts in the ELL classroom can be challenging and very rewarding at the same time. We will explore the possibilities of using mentor texts with ELL learners in reading, vocabulary, writing and other content areas.

Rm 242: Writer’s Workshop for ELs (K-2) (⑥)
Presenter: Jennifer Williams, ESOL teacher Marietta City Schools
A writer's workshop delivery method built on best practices and proven frameworks that helps ELs meet and exceed writing standards through teacher collaboration and differentiation.

Rm 244: Building Communities through Bonding, Trust, and Education The Case of Bilingual Liaisons in APS (⑥, F) Presenters: Joana García & David Galban, Bi-lingual Community Liaisons Atlanta Public Schools
Parental engagement is not only one of the strongest predictors of student's success in the school but it also creates a sense of wellbeing in the community. Research shows that family engagement can highly improve children’s academic and emotional functioning. However, in some culturally diverse communities, engagement is a challenge for school systems. Culturally diverse populations face specific challenges that hold them back from participating in schools activities and/or students education. By bonding with these communities and educating them, we have developed trust that translate into entitlement and willingness to participate.

Rm 248: Attributes of the Ga TKES and advocacy measures for unsuccessful evaluations (C, ⑦)
Presenters Tommy Stephens, Assistant Executive Director and Tana Page Executive Director, Educators First
An examination of elements of the Ga. Teacher Effectiveness System (TKES) and advocacy measures that ensure the TKES evaluation system appraises educators performance accurately and fairly. Also included is an interactive discussion of the effectiveness of TKES in providing teachers with more meaningful feedback and support so they can achieve the goal of increasing academic learning and achievement for all students.

Please submit a survey for each session you attend to be entered into a drawing for a daily prize
Scan the QR code to take the survey

Rm 300: From Seatwork to Feetwork (K-5)
①③④⑤⑥⑨⑩ D Presenter Michelle Slaton, Title III Resource Specialist/ESOL Instructional Coach, Forsyth Co Schools
We’ve all heard the saying, "I hear and I forget. I see and I remember. I do and I understand.” (I believe it is probably more accurate to say, “I see, and I might remember.”) This is true for all learners, including adults. This presentation will model ideas that foster student/learner interaction which allows opportunities to process learning and develop language levels at a faster rate. Be ready to “get your move on.”

Rm 460: Empowering Teachers of ELs and Evaluators—Meaningful Conversations about TKES Evaluations (⑥, D)
Presenters: Dr. Karen Kuhel, Associate Professor of TESOL, KSU, Dr. Maria Montalvo, Clinical Asst Professor of TESOL, KSU & Elizabeth Webb, Director of ELL Programs, Gwinnett Co Schools
The purpose of this session is to provide participants with a framework to better ensure meaningful conversations about learning and engagement practices of ELs in P-12 classrooms before, during, and after TKES evaluations. Participants will have hands on practice with tools during the session.

Rm 462: Teaching and assessing for biliteracy in dual language programs (⑥, C, D) Presenter Rebecca Field, Dir. English Language Division, Caslon Publishing & Consulting
Dual language programs are increasing in number throughout the United States, as are the number of states that have adopted the Seal of Biliteracy. Unfortunately, however, most dual language/bilingual educators have not learned to teach or assess for biliteracy. This interactive session shows teachers and administrators how to effectively promote and document their students’ biliteracy development. We also demonstrate how educators can use evidence of students’ biliteracy development for advocacy.

Rm 464: Digit Dialog—Using numbers to think critically
② D Presenter Denise Hamby, teacher Irwin Co Schools
Digit Dialog provides opportunities for children to work with computation in meaningful ways. During these sessions, the teacher presents various problems to groups of children and asks them to share the processes they used to figure out “how many.” Digit Dialog can be held either with the whole class or with small groups. When children are working with the whole class, they will have opportunities to experience a wide range of problems and many different ways to solve them. When working with a small group, the teacher can make sure all the children have the opportunity to share their processes, and can more easily tailor the problems to meet the needs of a particular group.
ELL made EASY.

We customize our platform to fit each district's needs in their own siloed database.

All we do is ELL student achievement and compliance tracking.

- Customizable Core Platform hosted on Microsoft's Azure Cloud
- Email Alerts
- WIDA Standards, Accommodations & Goals
- Unlimited users at no extra cost
- Save time and increase compliance
- Identify long-term ELL students
- Monitor reclassified students
- Reports, Forms, Plans, Surveys and more
- Strategic partnerships with organizations to provide the Total ELL Solution

The Total Customizable ELL Solution: Progress Monitoring, ELL Compliance and Professional Development

ProjectELL.com • 972-424-6298 • info@projectell.com
<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>@Teachers Everywhere - Increase Student Success #Collaborate #Differentiate</td>
<td>@Teachers Everywhere - Increase Student Success #Collaborate #Differentiate</td>
</tr>
<tr>
<td>182</td>
<td>Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students &amp; Families</td>
<td>Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students &amp; Families</td>
</tr>
<tr>
<td>203</td>
<td>Keys to Build Academic Language and Motivate Reluctant Writers</td>
<td>Keys to Build Academic Language and Motivate Reluctant Writers</td>
</tr>
<tr>
<td>205</td>
<td>Tech Toolbox to Support ELs</td>
<td>No session scheduled</td>
</tr>
<tr>
<td>213</td>
<td>Analyzing the Language Demands of the GSE through the WIDA ELD Standards Framework</td>
<td>Parent Strategies for K-5</td>
</tr>
<tr>
<td>217</td>
<td>Writer’s Workshop for ELs (K-2)</td>
<td>Writer’s Workshop for ELs (K-2)</td>
</tr>
<tr>
<td>225</td>
<td>The Challenge with Mathematics is English</td>
<td>Linguistically Diverse Family Perspectives on Home-School Connections</td>
</tr>
<tr>
<td>242</td>
<td>Let’s Talk: Using Instructional Conversation to Increase ELs Writing</td>
<td>Let’s Talk: Using Instructional Conversation to Increase ELs Writing</td>
</tr>
<tr>
<td>244</td>
<td>What a First Year Dual Immersion Program Looks Like</td>
<td>What a First Year Dual Immersion Program Looks Like</td>
</tr>
<tr>
<td>248</td>
<td>Integrating Technology and Best Practices into an Alternative Teaching Space</td>
<td>Integrating Technology and Best Practices into an Alternative Teaching Space</td>
</tr>
<tr>
<td>460</td>
<td>Empowering Teachers of ELs and Evaluators—Meaningful Conversations about TKES Evaluations</td>
<td>Effectively Serving your Dually Identified Students</td>
</tr>
<tr>
<td>462</td>
<td>Increasing EL Achievement Through a Balanced Literacy Approach</td>
<td>Increasing EL Achievement Through a Balanced Literacy Approach</td>
</tr>
<tr>
<td>464</td>
<td>Cuentos de Mi Vida: Voices of Student Authors and Mentors</td>
<td>Family Engagement through APTT (Academic Parent Teacher Teams)</td>
</tr>
</tbody>
</table>
Wednesday
9:50 AM—11:00 AM

Rm 174: @Teachers Everywhere - Increase Student Success #Collaborate #Differentiate (①, C,D) Presenters Sonya Oviedo, Brittany Baker & Shirley Davis, ESOL teachers, Cobb Co Schools
Join elementary ESOL and classroom teachers as they describe their journey to student success through effective collaborative practices. Interact with other participants as we explore strategies to differentiate instruction for language learners of varying proficiency levels. Leave with ready-to-use resources and techniques to help your ELs gain access to content material and demonstrate what they know!

Rm 182: Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students & Families (⑥, F) Presenter Ana Soler, BSW, MPH, Seso Inc.
Without saying a word, classrooms send messages about diversity, relationship building, communication and the roles of teachers and students. This session will provide participants with practical examples of ways to provide students and families a safe space where they can be seen, valued, cared for and respect.

Rm 203: Keys to Build Academic Language and Motivate Reluctant Writers (①②③④⑧, T, S, D) Presenter Yanira Alfonso, ESOL teacher, Dalton Co Schools
This interactive, engaging, highly interesting, motivating, presentation focuses on the ONE thing that is crucial for English learners - ORAL LANGUAGE. Video clips of students using oral language, technology, writing, and playing simple games will demonstrate how easy it is to integrate oral language across the curriculum to develop academic language. Through a journey of collaboration and self-discovery participants will take home ideas to implement immediately with their students.

Rm 205: Tech Toolbox to Support ELs (⑩⑧, T) Presenters: LaTonya Simmons, Maria Dunbar & Katherine Stocking, ESOL and World Languages District Support Teacher, Atlanta Public Schools
Let’s hammer out all the technology fears and add new tools/resources to your technology toolbox. In this session, attendees will learn about 10 technology resources that can be used in classrooms to support ELs success.

Rm 213: Analyzing the Language Demands of the GSE through the WIDA ELD Standards Framework (②, D) Presenter Dr. Margaret Baker, Title III Specialist, GADOE
Participants will learn how to use WIDA’s Features of Academic Language and Performance Definitions to examine the language demands of the GSE.

Rm 217: Writer’s Workshop for ELs (K-2) (①, D) Presenter: Jennifer Williams, ESOL teacher Marietta City Schools
A writer’s workshop delivery method built on best practices and proven frameworks that helps ELs meet and exceed writing standards through teacher collaboration and differentiation.

Rm 225: The Challenge with Mathematics is English (②,D) Presenter: Christina Zakis, Title III Program Specialist, Gwinnett Co Schools
Math is NOT a universal language. Let’s empower teachers of Mathematics to be effective teachers of language as well as content. We will explore strategies and resources for providing the language of mathematics for ELs in the Mathematics classroom.

Rm 242: Let’s Talk: Using Instructional Conversation to Increase ELs Writing (①, C) Presenters: Cindy Britt, ESOL teacher & Julie Warner, lead ESOL teacher, Gwinnett Co Schools
Join us for this interactive session using Instructional Conversations. Participants will learn how to engage students in instructional conversations, participate in a modeled lesson, and watch students practice instructional conversations in action. Participants will also learn how to use instructional conversations to make ELs more successful writers. Join us to get your students talking to improve their academic knowledge and communication!

Please submit a survey for each session you attend to be entered into a drawing for a daily prize.
Scan the QR code to take the survey.

SAVE THE DATE
2018 ESOL CONFERENCE
TUESDAY—THURSDAY
FEB 6TH, 7TH, 8TH
Wednesday
9:50 AM—11:00 AM

Rm 244: What a First Year Dual Immersion Program Looks Like (C) Presenters: Carrie Madden & Lindsey Hamburger, ESOL teachers Cobb Co Schools
The presentation will show others what our first year Dual Immersion looks like on a typical day. We will discuss the entrance into the program, switching classes, roles of each teacher, how assessments are given and the successes and strategies thus far.

Rm 248: Integrating Technology and Best Practices into an Alternative Teaching Space (T) Presenters Paige O'Dell & Laura Lopez, ESOL teachers, Hall Co Schools
K-3 ESOL teachers will share how we seek to integrate technology and use best practices while working in an alternative teaching spaces in both the hallways of the school and shared classrooms. Come hear how our students are being pushed to increase their achievement while working in areas of the school that do not conform to a normal classroom setting.

Rm 460: Empowering Teachers of ELs and Evaluators—Meaningful Conversations about TKES Evaluations (D) Presenters: Dr. Karen Kuhel, Associate Professor of TESOL, KSU, Dr. Maria Montalvo, Clinical Asst Professor of TESOL, KSU & Elizabeth Webb, Director of ELL Programs, Gwinnett Co Schools
The purpose of this session is to provide participants with a framework to better ensure meaningful conversations about learning and engagement practices of ELs in P-12 classrooms before, during, and after TKES evaluations. Participants will have hands on practice with tools during the session.

Rm 462: Increasing EL Achievement Through a Balanced Literacy Approach (D) Presenter Meredith Braham Lead ESOL teacher, Gainesville City Schools
Learn about the GA DOE’s Striving Readers initiative and how to implement balanced literacy to strengthen language development and boost achievement scores. Experience the Comprehensive Reading Solutions strategies for effective language and literacy practices for ELs within the context of interactive read alouds, shared reading, differentiated reading skill groups, and writing workshop. Explore methods for addressing the stages and domains of language development and applying WIDA Can-Do statements with text-based strategies across the language arts curriculum.

Rm 464 Cuentos de Mi Vida: Voices of Student Authors and Mentors (C) Presenters Dr. Linda Shuford Evans, Professor TESOL, KSU, Mark Thompson, ESOL teacher Abby Hernandez, ESOL teacher Gwen Freeman, Parent Liaison & Rodney Larotta, Principal, Cobb CO Schools Cuentos de Mi Vida, a multilingual storyline sharing project for 5th grade ESOL students, teaches students to create and share stories of their lives. This presentation details the project’s growth, shares student authors’ multimedia stories, and spotlights participants’ thoughts about the project’s impact on their writing, confidence, and future college attendance.

Wednesday
11:10AM—12:20PM

Rm 174: @Teachers Everywhere - Increase Student Success #Collaborate #Differentiate (C) Presenters Sonya Oviedo, Brittany Baker & Shirley Davis, ESOL teachers, Cobb Co Schools Join elementary ESOL and classroom teachers as they describe their journey to student success through effective collaborative practices. Interact with other participants as we explore strategies to differentiate instruction for language learners of varying proficiency levels. Leave with ready-to-use resources and techniques to help your ELs gain access to content material and demonstrate what they know!

Rm 182: Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students & Families (F) Presenter Ana Soler, BSW, MPH, Seso Inc. Without saying a word, classrooms send messages about diversity, relationship building, communication and the roles of teachers and students. This session will provide participants with practical examples of ways to provide students and families a safe space where they can be seen, valued, cared for and respect.

Rm 203: Keys to Build Academic Language and Motivate Reluctant Writers (D) Presenter Yanira Alfonso, ESOL teacher, Dalton Co Schools This interactive, engaging, highly interesting, motivating, presentation focuses on the ONE thing that is crucial for English learners - ORAL LANGUAGE. Video clips of students using oral language, technology, writing, and playing simple games will demonstrate how easy it is to integrate oral language across the curriculum to develop academic language. Through a journey of collaboration and self-discovery participants will take home ideas to implement immediately with their students.
Wednesday
11:10AM—12:20PM

Rm 213: Parent Strategies for K-5 (O, F) Presenters
Vinnie Prasad & Alison Fridborg, Title I K-5 Math Coaches, Cobb Co Schools
Do your parents know how to help their children with K-5 math? This session will focus on how to help parents with mental math strategies that are part of the Georgia Standards of Excellence. Each participant will walk away with a parent strategy guide in English and Spanish.

Rm 217: Writer’s Workshop for ELs (K-2) (O, D)
Presenter: Jennifer Williams, ESOL teacher Marietta City Schools
A writer's workshop delivery method built on best practices and proven frameworks that helps ELs meet and exceed writing standards through teacher collaboration and differentiation.

Rm 225: Linguistically Diverse Family Perspectives on Home-School Connections (O, C, F) Presenter
Dr. Janet Clark, Department of Inclusive Education, Kennesaw State University
This presentation is a review of a case study of four middle class immigrant Latin American families. The study examined the ways these families perceived schools' efforts to connect with them and the factors that affected these perceptions.

Rm 242: Let’s Talk: Using Instructional Conversations to Increase ELs Writing (O, O, O, C) Presenters:
Cindy Britt, ESOL teacher & Julie Warner, lead ESOL teacher, Gwinnett Co Schools
Join us for this interactive session using Instructional Conversations. Participants will learn how to engage students in instructional conversations, participate in a modeled lesson, and watch students practice instructional conversations in action. Participants will also learn how to use instructional conversations to make ELs more successful writers. Join us to get your students talking to improve their academic knowledge and communication!

Rm 244: What a First Year Dual Immersion Program Looks Like (O, C) Presenters: Carrie Madden & Lindsey Hamburg, ESOL teachers Cobb Co Schools
The presentation will show others what our first year Dual Immersion looks like on a typical day. We will discuss the entrance into the program, switching classes, roles of each teacher, how assessments are given and the successes and strategies thus far.

Rm 248: Integrating Technology and Best Practices into an Alternative Teaching Space (O, O, T) Presenters Paige O’Dell & Laura Lopez, ESOL teachers, Hall Co Schools
K-3 ESOL teachers will share how we seek to integrate technology and use best practices while working in an alternative teaching spaces in both the hallways of the school and shared classrooms. Come hear how our students are being pushed to increase their achievement while working in areas of the school that do not conform to a normal classroom setting.

Rm 460: Effectively Serving your Dually Identified Students (O, C, D) Presenters Sean Bagley, ESOL Consultant & Melissa Lumis, Special Education Trainer, Cobb Co Schools
Teachers need to understand the unique challenges of supporting students who are diagnosed as Students with Disabilities (SWD) and English Learners (EL). The presenters will provide background for both services, requirements of the law, strategies for support, and types of effective differentiation that should be used to determine content knowledge.

Rm 462: Increasing EL Achievement Through a Balanced Literacy Approach (O, D) Presenter Meredith Braham Lead ESOL teacher, Gainesville City Schools
Learn about the GA DOE’s Striving Readers initiative and how to implement balanced literacy to strengthen language development and boost achievement scores. Experience the Comprehensive Reading Solutions strategies for effective language and literacy practices for ELs within the context of interactive read alouds, shared reading, differentiated reading skill groups, and writing workshop. Explore methods for addressing the stages and domains of language development and applying WIDA Can-Do statements with text-based strategies across the language arts curriculum.

APTT (Academic Parent Teacher Teams) is a research based program designed to promote student achievement by teaching on specific grade level skills. It allows parents the opportunity to collaborate with teachers and other parents several times throughout the year. At team meetings, teachers share classroom data, train parents in teaching grade level skills at home, and help parents set S.M.A.R.T. goals for students. All stakeholders are actively involved in promoting and supporting student achievement.

Please submit a survey for each session you attend to be entered into a drawing for a daily prize. Scan the QR code to take the survey.
<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>Transforming Kenyan Education</td>
<td>Transforming Kenyan Education</td>
</tr>
<tr>
<td>182</td>
<td>Imagine Learning—Offering More than ever for Georgia’s ELL’s—Come see What is New.</td>
<td>Encouragement, Empowerment, and Excellence in Every Classroom</td>
</tr>
<tr>
<td>203</td>
<td>Articulating English Learner Education</td>
<td>Articulating English Learner Education</td>
</tr>
<tr>
<td></td>
<td>Professional Development Needs and Plans</td>
<td>Professional Development Needs and Plans</td>
</tr>
<tr>
<td>205</td>
<td>Using GATESOL Cultural Immersion Grant to create Professional Learning Community</td>
<td>From Seatwork to Feetwork (k-5)</td>
</tr>
<tr>
<td>217</td>
<td>No session scheduled</td>
<td>Benefits of Collaborating Between ESOL Teachers and Speech and Language Pathologists</td>
</tr>
<tr>
<td>225</td>
<td>Excellent Text Adventures</td>
<td>Engaging EL Families as Partners in Education</td>
</tr>
<tr>
<td>242</td>
<td>Increasing EL Academic and Social Achievement through Collaborative Interaction</td>
<td>Increasing EL Academic and Social Achievement through Collaborative Interaction</td>
</tr>
<tr>
<td>244</td>
<td>Indigenous Children in Our Schools: The Case of the Maya</td>
<td>Indigenous Children in Our Schools: The Case of the Maya</td>
</tr>
<tr>
<td>248</td>
<td>English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
<td>English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
</tr>
<tr>
<td>460</td>
<td>Cuentos de Mi Vida: Voices of Student Authors and Mentors</td>
<td>Title III Coordinators Meeting</td>
</tr>
<tr>
<td>462</td>
<td>Picture Word Incultive Model/ Write All About It!</td>
<td>Picture Word Incultive Model/ Write All About It!</td>
</tr>
<tr>
<td>464</td>
<td>Family Engagement through APTT (Academic Parent Teacher Teams)</td>
<td>Breaking Bad through Blended Learning</td>
</tr>
</tbody>
</table>
WEDNESDAY

Wednesday 1:00 PM—2:10 PM

Rm 174: Transforming Kenyan Education (C,D) Presenters: Dusty Strickland, Instructional Coach & Sara Roberts, teacher, Murray Co Schools
In a Kenyan community plagued with poverty and known for an active sex trade we have a school that is providing hope and transforming it’s community. Teachers are overcoming a colonial education mindset and developing authentic relationship with students while providing a rigorous and student centric education. Through an intentional focus on effective English language instruction and strategies, instructional practices and student engagement schools in Kenya are transforming their communities.

Rm 182 Imagine Learning—Offering More than ever for Georgia’s ELL’s—Come see What is New (T, D, F)
During this presentation, users of Imagine Learning will see a variety of new content for students online as well as exceptional offline materials to use in the classroom, after school, and at home. Teachers will see the work that has been done to provide more data than ever to monitor student performance and growth across the year. Attendees who have not seen Imagine Learning in action will enjoy an overview of our latest offering to meet the needs of their students.

Rm 203 Articulating English Learner Education Professional Development Needs and Plans Rebecca Field and Jim Anderson Caslon Publishing Improving instruction and achievement for English learners (EL) requires an institutional commitment to equity and excellence for these students, as well as educators who have developed EL education competencies. This interactive session reviews the specific competencies that teachers and administrators need in EL education, and shares tools, resources, and strategies to develop these competencies. We conclude with concrete examples of systemwide EL education PDs plan that are focused, sustainable, and deliver results.

Rm 205: Using GATESOL Cultural Immersion Grant to create Professional Learning Community (F,C,D) Presenter: Brianne Church, ESOL teacher, Haralson Co Schools, GATESOL John R. Stowe Cultural Immersion Grant recipient will share experiences from immersion in Puerto Rico, the advice of educators from Guayama City, strategies for creating a Professional Learning Community for Cultural Proficiency and a Parent Engagement Program. Participants will be invited to collaborate and begin planning their own programs or build on programs that already exist in their districts.

Rm 213: F.A.M.E. (Family Achievement Makes Excellence): Empowering the Entire ESOL Family (F,C,D) Presenters: Kathy O’Hara-Rosa, lead ESOL teacher Cobb Co Schools & Dr. Raynice Jean Seguir, professor and coordinator B-5 program KSU
The F.A.M.E. Program targets the entire ESOL family for academic success by giving families the tools needed to advocate for themselves and realize the dreams they have for their families. 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 225: Excellent Text Adventures (C,D,F) Presenters: Bambi Willard, ELL Search Teacher and Jennifer Poole, ELL teacher, Hall Co Schools
Using mentor texts in the ELL classroom can be challenging and very rewarding at the same time. We will explore the possibilities of using mentor texts with ELL learners in reading, vocabulary, writing and other content areas.

Rm 242: Increasing EL Academic and Social Achievement through Collaborative Interaction (C, D) Presenters Pau-la Mellom, Associate Dir CLASE & Jodi Weber, Education Specialist, University of Georgia
This interactive introduction to a system for integrating collaborative interaction into standards-bases lessons across the curriculum offers participants tools and strategies for implementation and reflection, examples of how this system looks in the classroom and the opportunity to practice the pedagogy. Additionally, information about professional development opportunities and different district partnership models will be shared.

Rm 244: Indigenous Children in Our Schools: The Case of the Maya (C,F,D) Presenters: David Galban & Joana Garcia, ESOL Bilingual Community Liaison, Atlanta Public Schools
The indigenous Maya from Guatemala have become the largest group of Native Americans after the Cherokee nation. In 2007, totals in the United States were estimated at 20,000. Communities have been established in California, Florida, Alabama, South Carolina, North Carolina, Georgia as well as other areas. Very often Maya children are miss- categorized as Hispanic Latinos, even though Spanish is not their first language.
Wednesday 1:00 PM—2:10 PM

Rm 248: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills
(①②③④⑤⑥⑦⑨⑩) Presenter: 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 460: Cuentos de Mi Vida: Voices of Student Authors and Mentors (①②③④) Presenters Dr. Linda Shuford Evans, Professor TESOL, KSU, Mark Thompson, ESOL teacher Abby Hernandez, ESOL teacher Gwen Freeman, Parent Liaison & Rodney Laretta, Principal, Cobb Co Schools. Cuentos de Mi Vida, a multilingual storysharing project for 5th grade ESOL students, teaches students to create and share stories of their lives. This presentation details the project’s growth, shares student authors’ multimedia stories, and spotlights participants’ thoughts about the project’s impact on their writing, confidence, and future college attendance.

Rm 462: Picture Word Incutitive Model/ Write All About It! (①②③④) Presenter: Catherine Hampton, ESOL teacher, Gordon Co Schools. The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elicit words from children's listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing.

Rm 464: Family Engagement through APTT (Academic Parent Teacher Teams) (①②③) Presenters Liz Ralston, lead ESOL teacher & Daisy Tremps, Quality Work Facilitator, Forsyth Co Schools. APTT (Academic Parent Teacher Teams) is a researched based program designed to promote student achievement by teaching on specific grade level skills. It allows parents the opportunity to collaborate with teachers and other parents several times throughout the year. At team meetings, teachers share classroom data, train parents in teaching grade level skills at home, and help parents set S.M.A.R.T. goals for students. All stakeholders are actively involved in promoting and supporting student achievement.

Rm 174: Transforming Kenyan Education (①②③④) Presenters: Dusty Strickland, Instructional Coach & Sara Roberts, teacher, Murray Co Schools in a Kenyan community plagued with poverty and known for an active sex trade we have a school that is providing hope and transforming it’s community. Teachers are overcoming a colonial education mindset and developing authentic relationship with students while providing a rigorous and student centered education. Through an intentional focus on effective English language instruction and strategies, instructional practices and student engagement our schools in Kenya are transforming their communities.

Wednesday 2:20 PM—3:30 PM

Rm 182: Encouragement, Empowerment, and Excellence in Every Classroom (①②③) Presenter Laura Baumohl, Time to Teach Professional Trainer. This presentation will offer educators hands on strategies for dealing with challenging students in the classroom. Every teacher has known the frustration of losing valuable instruction time to matters of discipline. This workshop describes a program that will restore lost time in the classroom for teachers and students in a way that is simple, fair, and mutually respectful.

Rm 203: Articulating English Learner Education Professional Development Needs and Plans Rebecca Field and Jim Anderson Caslon Publishing. Improving instruction and achievement for English learners (EL) requires an institutional commitment to equity and excellence for these students, as well as educators who have developed EL education competencies. This interactive session reviews the specific competencies that teachers and administrators need in EL education, and shares tools, resources, and strategies to develop these competencies. We conclude with concrete examples of systemwide EL education PDs that are focused, sustainable, and deliver results.

Rm 205: From Seatwork to Feetwork (k-5) (①②③④⑤⑥⑦⑧⑨) Presenters: Michelle Slaton, Title III Resource Specialist/ESOL Instructional Coach, Forsyth Co Schools. We’ve all heard the saying, “I hear and I forget. I see and I remember. I do and I understand.” (I believe it is probably more accurate to say, “I see, and I might remember.”) This is true for all learners, including adults. This presentation will model ideas that foster student/learner interaction which allows opportunities to process learning and develop language levels at a faster rate. Be ready to “get your move on.”

Rm 213 F.A.M.E. (Family Achievement Makes Excellence): Empowering the Entire ESOL Family (①②③) Presenters: Kathy O’Hara-Rosa, lead ESOL teacher Cobb Co Schools & Dr. Raynice Jean Seguir, professor and coordinator B-5 program KSU. The F.A.M.E. Program targets the entire ESOL family for academic success by giving families the tools needed to advocate for themselves and realize the dreams they have for their families. 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.
WEDNESDAY

Wednesday
2:20 PM—3:30 PM

Rm 217: Benefits of Collaborating Between ESOL Teachers and Speech and Language Pathologists (G, C) Presenters: Cristina Zakis, EL Programs Specialist & Sandra Wagner, Bilingual Speech and Language Pathologist, Gwinnett Public Schools
Participants will come away with a deeper understanding of when to consult with a speech and language pathologist. Teachers will be empowered to collaborate with their local school SLP and ESOL teacher as they both bring deep knowledge of language acquisition, language development, and a passion for supporting ELs in their journey toward English proficiency and academic success. Resources will be provided.

Rm 225: Engaging EL Families as Partners in Education (G, F) Presenter Dely Roberts, Title III Specialist, Ga DOE
In this session you will learn about Title III Parent & Family Engagement research, promising practices, and useful tools and resources to strengthen your school’s partnerships with EL families and community members and support student learning.

Rm 242: Increasing EL Academic and Social Achievement through Collaborative Interaction (G, C, D) Presenters Paula Mellom, Associate Director, CLASE & Jodi Weber, Education Specialist, University of Georgia
This interactive introduction to a system for integrating collaborative interaction into standards-based lessons across the curriculum offers participants tools and strategies for implementation and reflection, examples of how this system looks in the classroom and the opportunity to practice the pedagogy. Additionally, information about professional development opportunities and different district partnership models will be shared.

Rm 244: Indigenous Children in Our Schools: The Case of the Maya (G, G, G, C, D) Presenters: David Galban & Joana Garcia, ESOL Bilingual Community Liaison, Atlanta Public Schools
The indigenous Maya from Guatemala have become the largest group of Native Americans after the Cherokee nation. In 2007, totals in the United States were estimated at 20,000. Communities have been established in California, Florida, Alabama, South Carolina, North Carolina and Georgia as well as other areas. Very often Maya children are miss-categorized as Hispanic Latinos, even though Spanish is not their first language.

Rm 248: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills (G, D) Presenter: 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 460: Title III Coordinators Meeting Facilitator: Adria Griffin, Marietta City Schools
Q & A session for current district Title III coordinators

Rm 462: Picture Word Incutive Model/ Write All About It! (G, D) Presenter: Catherine Hampton, ESOL teacher, Gordon Co Schools
The PWIM is an inquiry-oriented language arts strategy that uses pictures containing familiar objects and actions to elict words from children’s listening and speaking vocabularies. Teachers use the PWIM with classes, small groups, and individuals to lead them into inquiring about words, adding words to their sight-reading and writing vocabularies, discovering phonetic and structural principles, and using observation and analysis in their study of reading, writing, comprehending, and composing.

Rm 460: Breaking Bad through Blended Learning (T, F, C, D, G) Presenters: Dr. Meg McKenzie, District Coordinator, LaToya Simmons, Katherine Stocking, District Support Teachers, Maria Dunbar, ESOL teacher & Joni Johnston, Account Executive, Atlanta Public Schools
ESOL teachers often encounter barriers in providing ESOL support services to students. Learn how one district individualizes support services to meet a variety of ELs in diverse contexts through Blended Learning approaches. Hear firsthand from district staff, teachers, and students on how these Blended Learning approaches engage, motivate, and inform.

Please be sure to silence phones while in sessions.

Please submit a survey for each session you attend to be entered into a drawing for a daily prize. Scan the QR code to take the survey.
<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>1,2,3 Easy Games for Free: Increasing EL Student Engagement</td>
<td>Differentiating Instruction and Assessment for ELLs: Strategies for Capacity Building</td>
</tr>
<tr>
<td>182</td>
<td>Serving the Culturally and Linguistically Diverse Students With Exceptionalities 2.0</td>
<td>Serving the Culturally and Linguistically Diverse Students With Exceptionalities 2.0</td>
</tr>
<tr>
<td>213</td>
<td>Language Learning &amp; Story Games</td>
<td>Start Strong, Finish Strong: Teacher Moves for Constructed Response</td>
</tr>
<tr>
<td>217</td>
<td>Classroom + Media Center Collaboration = Super Strategy for Student Success</td>
<td>Title III Coordinators Meeting</td>
</tr>
<tr>
<td>225</td>
<td>Credit Where Credit is Due: Evaluating Foreign Transcripts</td>
<td>Analyzing the Language Demands of the GSE through the WIDA ELD Standards Framework</td>
</tr>
<tr>
<td>242</td>
<td>Using Reading and Writing Workshop in the ELA Sheltered Classroom</td>
<td>Using Reading and Writing Workshop in the ELA Sheltered Classroom</td>
</tr>
<tr>
<td>244</td>
<td>ESOL Teaching – Media Center Collaboration: Introducing ELLs to Popular Culture</td>
<td>Collaboration is a Catalyst for Change</td>
</tr>
<tr>
<td>248</td>
<td>Our Students Matter- Using manipulatives and technology in EL Classrooms!</td>
<td>Our Students Matter- Using manipulatives and technology in EL Classrooms!</td>
</tr>
<tr>
<td>300</td>
<td>Increasing EL Academic and Social Achievement through Collaborative Interaction</td>
<td>Increasing EL Academic and Social Achievement through Collaborative Interaction</td>
</tr>
<tr>
<td>460</td>
<td>Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students &amp; Families</td>
<td>Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students &amp; Families</td>
</tr>
<tr>
<td>462</td>
<td>Encouragement, Empowerment, and Excellence in Every Classroom</td>
<td>Imagine Learning’s New Offering—Think Through Math</td>
</tr>
<tr>
<td>464</td>
<td>Active, Dependable, Differentiated Strategies for ESOL Learners</td>
<td>Active, Dependable, Differentiated Strategies for ESOL Learners</td>
</tr>
</tbody>
</table>
**Rm 174: 1,2,3 Easy Games for Free: Increasing EL Student Engagement**  
**Presenters Camelle Simmons, Roxanne Stewart & Arleen Foloruncho, ESOL consultants, Cobb Co Schools.**  
This session will provide teachers with quick and easy engagement tools to maximize EL student instruction and increase English language proficiency in the four domains: listening, speaking, reading, and writing. Attendees will participate in hands-on activities and leave with takeaway ideas to use in their own instructional practices.

**Rm 182: Serving the Culturally and Linguistically Diverse Students With Exceptionalities 2.0 (©, C)**  
**Presenters Stacey Arnett, EOL/IEL lead teacher & Jennifer Roose, ESL Special Education Case Manager**  
There are dually served special education and ESOL students in our classrooms. How do we meet their meet needs? Join us as we outline the ESOL teacher’s role in the IEP process, collaboration with the case manager, and how to be an active participant in the IEP. We will demonstrate using ACCESS scores to create better goals and objectives and discuss effective strategies that are easy to implement and provide needed data.

**Rm 213: Language Learning & Story Games (©, F,D) Presenter: Derek Kamal, lead ESOL teacher Cobb Co Schools.**  
Story games make the lost art of storytelling accessible and fun. Spend some time discussing these games and how they are being used in language acquisition.

**Rm 217: Classroom + Media Center Collaboration = Super Strategy for Student Success (©, C) Presenters Ursula Fowlkes, ESOL teacher & Jennifer Bone, Media Specialist, Cobb Co Schools.**  
The presentation will focus on differentiated instructions provided to El students as a result of the collaboration of the Media Specialist and the ESL teacher. ESL co-teaching and collaboration offers opportunities for teachers to develop leadership skills. It also enhances student learning. Through the use of successful cooperative planning and organizational techniques, teams of classroom educators and EL teachers will discover how to improve their lesson delivery. The opportunity to leverage diverse talents/skills is a supplementary benefit of the co-teaching “Super-Team” of the (ESOL) classroom teacher and library media specialist. It also generates positive impact on student achievement and students’ insights on learning.

**Rm 225: Credit Where Credit is Due: Evaluating Foreign Transcripts (©, D) Presenters Phoenicia L. Grant & Joann Newby EL Counselors and International Transcript Evaluators, Dekalb Co Schools**  
This session highlights the foreign transcript evaluation process. Attendees will receive a general overview of several educational systems in other countries, grading scales, recommended courses, and equivalent United States transfer credit. Participants will learn the recommended practices for foreign transcript evaluation and have an opportunity to evaluate a foreign transcript.

**Rm 242: Using Reading and Writing Workshop in the ELA Sheltered Classroom (©, D) Presenter: Amy Balogh, ESOL lead teacher, Fulton Co Schools**  
Based on Nancie Atwell's book, *In the Middle*, this workshop will show how to use independent reading and creative writing to differentiate instruction in the ESOL/ELA Sheltered Classroom. We will discuss building a classroom library, how to do reading and writing workshops, how to structure the year, how to build confidence in the students, and how to have fun while meeting the ELA standards.

**Rm 244: ESOL Teaching – Media Center Collaboration: Introducing ELLs to Popular Culture (©, C) Presenters Jan Anglade, ESOL teacher & Shelby Failing, Media Specialist, Dekalb Co Schools**  
ESOL students’ knowledge of North American popular culture is very limited before relocating to the U.S.A. In this presentation, we will describe how Students with Limited or Interrupted Formal Education (SLIFE) at the DeKalb International Student Center are being introduced to the North American popular culture through collaboration between the ESOL teachers and the Media Specialist. In addition, we will share useful literacy strategies to use at the Entering/Beginning levels of English language acquisition.

**Rm 248: Our Students Matter- Using manipulatives and technology in EL Classrooms! (©, D) Presenters: Diane Keller, Mathematics ESOL teacher & Evonne Cohen, Intensive ESOL teacher, Marietta City Schools**  
Wondering how to increase engagement, understanding, and relevance for your EL students? Manipulatives and technology are the answer! Manipulatives make abstract mathematical concepts and content vocabulary concrete. Using technology reinforces these abstract skills and assists with ongoing differentiation. Many manipulatives can be created inexpensively and many technology resources are free. Learn which manipulatives and programs to use for mastery of the Georgia Standards of Excellence!
Thursday
9:50 AM—11:00 AM

Rm 300: Increasing EL Academic and Social Achievement through Collaborative Interaction (C, D) Presenters Paula Mellom, Associate Dir CLASE & Jodi Weber, Education Specialist, University of Georgia

This interactive introduction to a system for integrating collaborative interaction into standards-based lessons across the curriculum offers participants tools and strategies for implementation and reflection. Examples of how this system looks in the classroom and the opportunity to practice the pedagogy. Additionally, information about professional development opportunities and different district partnership models will be shared.

Rm 460: Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students & Families (F) Presenter Ana Soler, BSW, MPH, Seso Inc.

Without saying a word, classrooms send messages about diversity, relationship building, communication, and the roles of teachers and students. This session will provide participants with practical examples of ways to provide students and families a safe space where they can be seen, valued, cared for, and respected.

Rm 462: Encouragement, Empowerment, and Excellence in Every Classroom (F, C, D) Presenter Laura Baumohl, Time to Teach Professional Trainer

This presentation will offer educators hands-on strategies for dealing with challenging students in the classroom. Every teacher has known the frustration of losing valuable instruction time to matters of discipline. This workshop describes a program that will restore lost time in the classroom for teachers and students in a way that is simple, fair, and mutually respectful.

Rm 464: Active, Dependable, Differentiated Strategies for ESOL Learners (C, F, D) Presenter: Jane Moore, National Board Certified Teacher, Atlanta Public Schools

Teachers will be actively engaged in this encore presentation. Teachers will participate in active vocabulary strategies, create differentiated assessments, and play an original summarizing game. Come learn and have fun. Aristotle said: “What we learn to do, we learn by doing.”

Thursday
11:10 AM—12:20 PM

Rm 174: Differentiating Instruction and Assessment for ELLs: Strategies for Capacity Building (C, D) Presenters Rebecca Field, Dir Lang Edcuaton Division, Caslon Publishing, Elizabeth Webb, Dir English Learner Programs, Gwinnett Co Schools

All K-12 teachers need competencies in differentiating instruction and assessment for English learners (ELs). But how can administrators and teachers build capacity districtwide? This session shares the turn-key approach to capacity building that Gwinnett County is currently implementing to address this challenge. Implications for other districts are emphasized.

Rm 182: Serving the Culturally and Linguistically Diverse Students With Exceptionalities 2.0 (F, C) Presenters Stacey Arnett, EOL/EL Lead teacher & Jennifer Roose, ESL Special Education Case Manager

There are dually served special education and ESOL students in our classrooms. How do we meet their meet needs? Join us as we outline the ESOL teacher’s role in the IEP process, collaboration with the case manager, and how to be an active participant in the IEP. We will demonstrate using ACCESS scores to create better goals and objectives and discuss effective strategies that are best to implement and provide needed data.

Rm 213: Start Strong, Finish Strong: Teacher Moves for Constructed Response (D) Presenters: Adrienne Favors, Title I Academic Coach, Cobb Co Schools

So often when someone talks about helping students with constructed response, the typical response is RACE or OREO. But is that all? No! Come learn three teacher moves that incorporate constructed response questioning into your classroom practices, help students analyze prompts to start strong, and help students set a vision for success to finish strong. Come to collaborate with colleagues, learn about Google Slides, and student-friendly self-assessment rubrics. Please have access to an internet-connected device.

Rm 217: Title III Coordinators Meeting Facilitator: Elizabeth Webb, Gwinnett County Schools

Q & A session for current district Title III coordinators
Standards of Excellence! Manipulatives and programs to use for mastery of the Georgia technology resources are free. Learn which manipulatives can be created inexpensively and many skills and assists with ongoing differentiation. Many concrete. Using technology reinforces these abstract mathematical concepts and content vocabulary and technology are the answer! Manipulatives makeWondering how to increase engagement, understanding, and relevance for your EL students? Manipulatives and technology are the answer! Manipulatives make abstract mathematical concepts and content vocabulary concrete. Using technology reinforces these abstract skills and assists with ongoing differentiation. Many manipulatives can be created inexpensively and many technology resources are free. Learn which manipulatives and programs to use for mastery of the Georgia Standards of Excellence!

**Rm 225:** Analyzing the Language Demands of the GSE through the WIDA ELD Standards Framework

(②, D) Presenter: Dr. Margaret Baker, Title III Specialist, GADOE

Participants will learn how to use WIDA’s Features of Academic Language and Performance Definitions to examine the language demands of the GSE.

**Rm 242:** Using Reading and Writing Workshop in the ELA Sheltered Classroom (①, D)

Presenter: Amy Balogh, ESOL lead teacher, Fulton Co Schools

Based on Nancie Atwell's book, *In the Middle*, this workshop will show how to use independent reading and creative writing to differentiate instruction in the ESOL/ELA Sheltered Classroom. We will discuss building a classroom library, how to do reading and writing workshops, how to structure the year, how to build confidence in the students, and how to have fun while meeting the ELA standards.

**Rm 244:** Collaboration is a Catalyst for Change (①, C)

Presenters: Kerry Voytek, teacher on special assignment, ESOL & Dr. Amanda Ruiz, Assistant Principal, Cherokee Co Schools

A review of the positive impact AMAOs and Title III Monitoring had on the Cherokee County School District. This session will provide an overview of the collaborative partnership that was formed between district leaders, school based administrators and ESOL teachers to think differently about professional development, scheduling, allotments and delivery models in order to serve the district’s growing population of English Learners using AMAO data and monitoring findings as a catalyst for change.

**Rm 248:** Our Students Matter—Using manipulatives and technology in EL Classrooms! (①, D)

Presenters: Diane Keller, Mathematics ESOL teacher & Evonne Cohen, Intensive ESOL teacher, Marietta City Schools

Wondering how to increase engagement, understanding, and relevance for your EL students? Manipulatives and technology are the answer! Manipulatives make abstract mathematical concepts and content vocabulary concrete. Using technology reinforces these abstract skills and assists with ongoing differentiation. Many manipulatives can be created inexpensively and many technology resources are free. Learn which manipulatives and programs to use for mastery of the Georgia Standards of Excellence!

**Rm 300:** Increasing EL Academic and Social Achievement through Collaborative Interaction (②, C, D)

Presenters Paula Mellom, Associate Dir CLASE & Jodi Weber, Education Specialist, University of Georgia

This interactive introduction to a system for integrating collaborative interaction into standards-based lessons across the curriculum offers participants tools and strategies for implementation and reflection, examples of how this system looks in the classroom and the opportunity to practice the pedagogy. Additionally, information about professional development opportunities and different district partnership models will be shared.

**Rm 460:** Cultural Humility in the Classroom: Strengthening Cultural Bridges with Students & Families (①, F)

Presenter: Ana Soler, BSW, MPH, Sesco Inc.

Without saying a word, classrooms send messages about diversity, relationship building, communication and the roles of teachers and students. This session will provide participants with practical examples of ways to provide students and families a safe space where they can be seen, valued, cared for and respected.

**Rm 462:** Imagine Learning’s New Offering—Think Through Math (②, D)

Presenter Alegra Goulbourne, Imagine Learning

Understanding the language of mathematics is complex for all students, and can be especially frustrating for English Language learners. Mathematical reasoning and problem solving require an understanding of math vocabulary and related contexts. In this session, you will experience the instructional tools and strategies in Imagine Learning’s new offering – Think Through Math, designed to help English Language learners become active, confident problem solvers. Engaging adaptive instruction, timely feedback and Spanish audio support immerse your students in a supportive yet challenging online learning environment. Students receive feedback in real time from bilingual certified math teachers, asking questions and clarifying their understanding as needed. See how this comes together to create a personalized experience as we explore a middle and high school lesson. Your English learners will actively build on what they know, and view language as a bridge not a barrier to their success in math!

**Rm 464:** Active, Dependable, Differentiated Strategies for ESOL Learners (①, ②, ③, ④, ⑦)

Presenter: Jane Moore, National Board Certified Teacher, Atlanta Public Schools

Teachers will be actively engaged in this encore presentation. Teachers will participate in active vocabulary strategies, create differentiated assessments and play an original summarizing game. Come learn and have fun. Aristotle said : What we learn to do, we learn by doing.**
<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>Leveraging Technology for Formative Assessments</td>
<td>Leveraging Technology for Formative Assessments</td>
</tr>
<tr>
<td>182</td>
<td>Transforming Kenyan Education</td>
<td>Transforming Kenyan Education</td>
</tr>
<tr>
<td>213</td>
<td>Start Strong, Finish Strong: Teacher Moves for Constructed Response</td>
<td>Language Learning &amp; Story Games</td>
</tr>
<tr>
<td>217</td>
<td>What is Academic Language? How do you Teach it?</td>
<td>What is Academic Language? How do you Teach it?</td>
</tr>
<tr>
<td>225</td>
<td>The Challenge with Mathematics is English</td>
<td>ESOL Teaching – Media Center Collaboration: Introducing ELLs to Popular Culture</td>
</tr>
<tr>
<td>242</td>
<td>Visual Scaffolding: The Link Between Vocabulary and Comprehension Across Content</td>
<td>Visual Scaffolding: The Link Between Vocabulary and Comprehension Across Content</td>
</tr>
<tr>
<td>244</td>
<td>Collaboration is a Catalyst for Change</td>
<td>Benefits of Collaborating Between ESOL Teachers and Speech and Language Pathologists</td>
</tr>
<tr>
<td>300</td>
<td>The Transnational Classroom: A Challenge for Educators</td>
<td>Let them Talk (grades 6-12)</td>
</tr>
<tr>
<td>460</td>
<td>Effectively Serving your Dually Identified Students</td>
<td>Effectively Serving your Dually Identified Students</td>
</tr>
<tr>
<td>462</td>
<td>Syncretizing students’ spheres of influence: Increasing parent/teacher expectation alignment</td>
<td>Syncretizing students’ spheres of influence: Increasing parent/teacher expectation alignment</td>
</tr>
<tr>
<td>464</td>
<td>Classroom + Media Center Collaboration = Super Strategy for Student Success</td>
<td>Tech Toolbox to Support ELs</td>
</tr>
</tbody>
</table>
Thursday
1:00 PM—2:10 PM

Rm 174: Leveraging Technology for Formative Assessments (T, D) Presenter: Kristine Allen, ESOL lead teacher, Fulton Co Schools
Participants will learn a simple method to revamp their class warm-ups and allow for data collection. Utilization of online quiz platforms will create excitement for learning while allowing the teacher to easily identify students in need of remediation and enrichment. This will be an interactive session allowing the participants to fully experience the available apps and websites.

Rm 182: Transforming Kenyan Education (C, D) Presenters: Dusty Strickland, Instructional Coach & Sara Roberts, teacher, Murray Co Schools
In a Kenyan community plagued with poverty and known for an active sex trade we have a school that is providing hope and transforming its community. Teachers are overcoming a colonial education mindset and developing authentic relationship with students while providing a rigorous and student centric education. Through an intentional focus on effective English language instruction and strategies, instructional practices and student engagement our schools in Kenya are transforming their communities.

Rm 213: Start Strong, Finish Strong: Teacher Moves for Constructed Response (D) Presenters: Adrienne Favors, Title I Academic Coach, Cobb Co Schools
So often when someone talks about helping students with constructed response, the typical response is RACE or OREO. But is that all? No! Come learn three teacher moves that incorporate constructed response questioning into your classroom practices, help students analyze prompts to start strong, and help students set a vision for success to finish strong. Come to collaborate with colleagues, learn about Google Slides, and student-friendly self-assessment rubrics. Please have access to an internet-connected device.

Rm 217: What is Academic Language? How do you Teach it? (D) Presenter: Dr. Nihal Khote, Assistant Professor, Kennesaw State University
To address the shift to academic language in the CCGPS, this session will deconstruct what the academic register is and then how to transition emergent writers from informal, everyday language to the control and use of the language of schooling, specifically registers of argumentation for persuasive writing.

Rm 225: The Challenge with Mathematics is English (D) Presenter: Christina Zakis, Title III Program Specialist, Gwinnett Co Schools
Math is NOT a universal language. Let's empower teachers of Mathematics to be effective teachers of language as well as content. We will explore strategies and resources for providing the language of mathematics for ELs in the Mathematics classroom.

Rm 242: Visual Scaffolding: The Link Between Vocabulary and Comprehension Across Content (D) Presenter Susan Perry, ESOL teacher, Gordon Co Schools
This presentation will detail a facile, yet very powerful, strategy all teachers of ELs can use to scaffold learning in English, regardless of students' English-language proficiency levels. Although it is a simple strategy, it goes far beyond incorporating graphic organizers into lessons. It is vocabulary life support.

Rm 244: Collaboration is a Catalyst for Change (C) Presenters Kerry Voytek, teacher on special assignment, ESOL & Dr. Amanda Ruiz, Assistant Principal, Cherokee Co Schools
A review of the positive impact AMAOs and Title III Monitoring had on the Cherokee County School District. This session will provide an overview of the collaborative partnership that was formed between district leaders, school based administrators and ESOL teachers to think differently about professional development, scheduling, allotments and delivery models in order to serve the district’s growing population of English Learners using AMAO data and monitoring findings as a catalyst for change.

Rm 248: Project Mola: Weaving Interventions, Services, and Support for Refugee Students (F, C) Presenters Carlos Barrera, Title III Parent Facilitator-certified & Maria Prieto, lead parent facilitator, Cobb Co Schools
This panel discussion outlines a progressive refugee student advocacy program. Project Mola seeks to tightly weave interventions, services, and support to provide voice and “cultural organizing” as critical praxis. The panel will discuss financial, social, medical, cultural, educational, and pedagogical initiatives. Panelists will share their immigrant stories and brainstorm challenges.

Please submit a survey for each session you attend to be entered into a drawing for a daily prize
Scan the QR code to take the survey
Rm 300: The Transnational Classroom: A Challenge for Educators (①②③④⑤⑦) Presenters: David Galban & Nina Reid, ESOL Bilingual Community Liaisons, Atlanta Public Schools
Transnationalism is not only a process that allows the interconnection of individuals and social groups across borders but also the generation of new identities. Transnational migrants' life experiences are complex and span beyond borders. Twenty percent of the children in the United States come from immigrant households. These children are active members of transnational families that are maintaining their cultural identities, and our educators would benefit greatly by learning about the life of these children.

Rm 460: Effectively Serving your Dually Identified Students(⑥⑦) Presenters Sean Bagley, ESOL Consultant & Melissa Lumis, Special Education Trainer, Cobb Co Schools
Teachers need to understand the unique challenges of supporting students who are diagnosed as Students with Disabilities (SWD) and English Learners (EL). The presenters will provide background for the both services, requirements of the law, strategies for support, and types of effective differentiation that should be used to determine content knowledge.

Rm 462: Syncretizing students' spheres of influence: Increasing parent/teacher expectation alignment (⑧⑨⑩) Presenter: Catherine Travelute, ESOL teacher, Atlanta Public Schools
After identifying discrepancies between ELs' parents' expectations of purposeful English reading and the purposes included in state standards, suggestions are made for effective teacher communication with parents to increase familiarity with and support for standards-based instruction and assessment. Both theoretical and practical situation descriptions will be provided, including actionable, take-away recommendations.

Rm 464: Classroom + Media Center Collaboration = Super Strategy for Student Success (⑪⑫) Presenters Ursula Fowlkes, ESOL teacher & Jennifer Bone, Media Specialist, Cobb Co Schools
The presentation will focus on differentiated instructions provided to EL students as a result of the collaboration of the Media Specialist and the ESL teacher. ESL co-teaching and collaboration offers opportunities for teachers to develop leadership skills. (cont)

Rm 464 (cont)
It also enhances student learning. Through the use of successful cooperative planning and organizational techniques, teams of classroom educators and EL teachers will discover how to improve their lesson delivery. The opportunity to leverage diverse talents/skills is a supplementary benefit of the co-teaching “Super-Team” of the (ESOL) classroom teacher and library media specialist.

Thursday
2:20 PM—3:30 PM

Rm 174: Leveraging Technology for Formative Assessments (⑬⑭⑤⑦) Presenter: Kristine Allen, ESOL lead teacher, Fulton Co Schools Participants will learn a simple method to revamp their class warm-ups and allow for data collection. Utilization of online quiz platforms will create excitement for learning while allowing the teacher to easily identify students in need of remediation and enrichment. This will be an interactive session allowing the participants to fully experience the available apps and websites.

Rm 182: Transforming Kenyan Education (⑯⑰⑱②) Presenters: Dusty Strickland, Instructional Coach & Sara Roberts, teacher, Murray Co Schools In a Kenyan community plagued with poverty and known for an active sex trade we have a school that is providing hope and transforming it’s community. Teachers are overcoming a colonial education mindset and developing authentic relationship with students while providing a rigorous and student centric education. Through an intentional focus on effective English language instruction and strategies, instructional practices and student engagement our schools in Kenya are transforming their communities.

Rm 213: Language Learning & Story Games (⑲,⑳,⑴) Presenter: Derek Kamal, lead ESOL teacher Cobb Co Schools Story games make the lost art of storytelling accessible and fun. Spend some time discussing these games and how they are being used in language acquisition

Rm 217: What is Academic Language? How do you Teach it? (⑵⑶⑴) Presenter: Dr. Nihal Khote, Assistant Professor, Kennesaw State University To address the shift to academic language in the CCGPS, this session will deconstruct what the academic register is and then how to transition emergent writers from informal, everyday language to the control and use of the language of schooling, specifically registers of argumentation for persuasive writing.
Rm 225: ESOL Teaching – Media Center Collaboration:
Introducing ELLs to Popular Culture (①, C) Presenters
Jan Anglade, ESOL teacher & Shelby Failing, Media Specialist, Dekalb Co Schools
This presentation will detail a facile, yet very powerful, strategy all teachers of ELs can use to scaffold learning in English, regardless of students' English-language proficiency levels. Although it is a simple strategy, it goes far beyond incorporating graphic organizers into lessons. It is vocabulary life support.

Rm 242: Visual Scaffolding: The Link Between Vocabulary and Comprehension Across Content (②, D) Presenter Susan Perry, ESOL teacher, Gordon Co Schools
This presentation will explain visual scaffolding strategies that aid in English language acquisition, with particular focus on vocabulary and comprehension. Participants will learn how to use visual tools to support students in their language development.

Rm 244: Benefits of Collaborating Between ESOL Teachers and Speech and Language Pathologists (②, C) Presenters: Cristina Zakis, EL Programs Specialist & Sandra Wagner, Bilingual Speech and Language Pathologist, Gwinnett Public Schools
Participants will come away with a deeper understanding of the collaborative process between ESOL and SLP, focusing on the importance of consistent communication, language development, and supports for ESOL students.

Rm 246: Effectively Serving your Dually Identified Students (②, C) Presenters: Sean Bagley, ESOL Consultant and Melissa Lumis, Special Education Trainer, Cobb Co Schools
This session will provide background information on dual diagnosis and strategies for support.

Rm 300: Let's Talk (grades 6-12) (③, D) Presenter Michelle Slaton, Title III Resource Specialist/ESOL Instructional Coach, Forsyth Co Schools
All participants need the opportunity to engage in academic discourse as a step in the learning process. This session will show general ed, content, and ESOL teachers how to guide their students in conducting their own conversations about their learning (gradual release) while using question prompts at higher levels of Bloom’s Taxonomy. The strategies that will be modeled and explained are applicable for all teachers to use with all students. Quite simply, these strategies are best practices. The goal of the PL is to show teachers ideas, and hopefully spark their creativity to create their own ways (as applicable to their specific content), for giving students opportunities to interact and process learning throughout lessons.

Rm 460: Effectively Serving your Dually Identified Students (②, C) Presenters: Sean Bagley, ESOL Consultant and Melissa Lumis, Special Education Trainer, Cobb Co Schools
Teachers need to understand the unique challenges of supporting students who are diagnosed as Students with Disabilities (SWD) and English Learners (EL). The presenters will provide background for both services, requirements of the law, strategies for support, and types of effective differentiation that should be used to determine content knowledge.

Rm 462: Syncretizing students' spheres of influence: Increasing parent/teacher expectation alignment (②, F) Presenter: Catherine Travelute, ESOL teacher, Atlanta Public Schools
After identifying discrepancies between ELs' parents' expectations of purposeful English reading and the purposes included in state standards, suggestions are made for effective teacher communication with parents to increase familiarity with and support for standards-based instruction and assessment. Both theoretical and practical situation descriptions will be provided, including actionable, take-away recommendations.

Rm 464: Tech Toolbox to Support ELs (②, T) Presenters: LaTonya Simmons, Maria Dunbar & Katherine Stocking, ESOL and World Languages District Support Teacher, Atlanta Public Schools
Let's hammer out all the technology fears and add new tools/resources to your technology toolbox. In this session, attendees will learn about 10 technology resources that can be used in classrooms to support ELs success.
EXHIBITOR LIST AND LOCATION

Vendor Guide:

1. Perfection Learning
2. Project ELL
3. Presencia (beads & jewelry)
4. Dodge Learning
5. Dodge Learning
6. Continental Press
7. Permabond Book Company
8. Velazquez Press
9. KSU Graduate Programs/Info
10. Jmetik Maya (hand made textiles)
11. KSU Alumni Association
12. Keynote speaker book table
13. PAGE
14. Educators First
15/16. National Geographic/Cengage
17. Lexia Learning
18. Caslon Inc.
19/20. Imagine Learning
UPCOMING KSU EVENTS

The 26th Annual KSU Conference on Literature for Children and Young Adults

*Cultural and Critical Themes in Young Adult and Children's Literature*
Monday, March 20 and Tuesday, March 21, 2017
Young Adult Literature Day- March 20
Children's Literature Day- March 21

Ashley Hope Perez
PM Keynote March 20, 2017

Laurie Halse Anderson
AM Keynote March 20, 2017

Carole Boston Weatherford
PM Keynote March 21, 2017

Deborah Wiles
AM Keynote March 21, 2017

Conference will be held at the KSU Center, 3333 Busbee Parkway Kennesaw, GA
To register go to www.lcya.kennesaw.edu
Creating Successful Readers

Build Foundational Reading Skills
for Students of All Abilities,
Grades Pre-K - 5

• Personalized data-driven learning
• Explicit, systematic instruction
• Research-proven methodology

For additional information, contact:
Catherine Bunch
cbunch@lexialearning.com
678-856-3845
What happens when adaptive technology meets research-based, dynamic content?

You get Imagine Learning, Imagine Learning Español, Think Through Math, and Big Brainz—instructionally differentiated software that students love and teachers trust for actionable data and targeted intervention.

Language & literacy instruction

Language & literacy proficiency in Spanish

Math-fact fluency

Math grades 3 and above