

**2019 OHIO TESOL CONFERENCE
IN CONJUNCTION WITH THE LAU RESOURCE CENTER
COLLABORATE! EDUCATE! INITIATE!**

PROGRAM

Thursday, October 10, 2019 – Site Visits - Tickets and Pre-registration required.

Meet in the Hilton Columbus Downtown Lobby at 9:00 a.m.

Friday, October 11, 2019

- 7:30 a.m. to 8:30 a.m. **Registration and Continental Breakfast** Greater Columbus Convention Center, Union Station Ballroom
- 9:00 a.m. to 4:30 p.m. **Exhibitors' Displays in Rooms A110-113**
- 8:15 a.m. to 8:40 a.m. **Welcome and Introductions** – Union Station Ballroom
Presiding: **Cori Stevens**, President, Ohio TESOL
Welcoming Remarks: **Paolo DeMaria**, Superintendent of Public Instruction, Ohio Department of Education
- 8:45 a.m. to 9:30 a.m. **Keynote Session** Union Station Ballroom
Debbie Zacarian, Ed.D., Consultant, Zacarian & Associates -
Teaching to Strengths: Supporting Students Living with Trauma, Violence and Chronic Stress
- 9:45 a.m. to 10:35 a.m. **Concurrent Sessions "A"; Featured Speakers: State of the Profession**
- 10:50 a.m. to 11:40 a.m. **Concurrent Sessions "B"**
- 11:40 a.m. to 12:10 p.m. **Poster Presentations/Book Signing/Exhibits**
- 12:10 p.m. to 1:10 p.m. **Lunch/ Recognition Awards** –Union Station Ballroom
- 1:25 p.m. to 2:15 p.m. **Concurrent Sessions "C"**
- 2:30 p.m. to 3:20 p.m. **Concurrent Sessions "D"**
- 3:35 p.m. to 4:25 p.m. **Concurrent Sessions "E"**
- 4:40 p.m. to 5:30 p.m. **"The Gathering": Social & Networking Hour** (cash bar available) Hallway outside rooms 110-113

Saturday, October 12, 2019

- 8:00 a.m. to 10:00 a.m. **Registration** – Convention Center, Room A-110
- 8:00 a.m. to 8:30 a.m. **Continental Breakfast** – Convention Center, A Pod
- 8:00 a.m. to 12:00 p.m. **Exhibitors' Displays Rooms A110-113**
- 8:30 a.m. to 9:20 a.m. **Concurrent Sessions "F"**
Featured Session: Leslie Moore, Ph.D., Associate Professor of Teaching, Learning and Linguistics, The Ohio State University
Expanding Repertoires of Practice: Improving Informal Science Learning Experience for Preschool Dual Language Learners
- 9:30 a.m. to 10:20 a.m. **Concurrent Sessions "G"**
- 10:30 a.m. to 11:20 a.m. **Concurrent Sessions "H"**
- 11:30 a.m. to 12:00 p.m. **Business Meeting, Book and Prize Giveaways**
- 12:00 p.m. to 1:00 p.m. **Lunch on your own**
- 1:00 p.m. to 4:00 p.m. **Workshops:** Facilitators: Center of Science and Industry (COSI), The Ohio State University (OSU), US Together, EL Cadre, North African Immigrants Council (NAIC)

Site Visits: Thursday, October 10, 2019 – 9:00 am

COSI-Center of Science and Industry

333 W. Broad St.
Columbus, OH 43215
Contact: Jodie Engel

Description: COSI is a museum dedicated to sharing the world of science with children. This visit will share resources that COSI provides to teachers and their students.

Ohio History Connection

800 E. 17th Ave.
Columbus, OH 43211
Contact: Ibrahima Sow

Description: The Ohio History Connection, formerly known as the Ohio Historical Society, is the state museum for Ohio history. It also has an outdoor area that is a re-creation of a typical Ohio Village from the 1890s. This visit will focus on the resources available to teachers, including the state historical library.

Hilliard City Schools EL Newcomer Center

The Hub, 3859 Main St.
Hilliard, OH 43026
Contact: Eric Gulley

Description: Participants will observe staff and students at Hilliard's EL Newcomer Center. The Newcomer Center serves students in grades 6-12 who are new to the country and beginning English learners according to the OELPS. Students in grades 6-8 attend three periods in the morning where they receive sheltered ELA, Social Studies and Public Speaking classes. Students in grades 9-12 attend for three periods in the afternoon and receive sheltered instruction in the same areas. You will have an amazing experience! Come join us!

**West Franklin Elementary School
Southwestern City Schools**

3501 Briggs Rd.
Columbus, OH 43204
Contact: Ed Kennedy

Description: West Franklin is a large elementary school in the southwest corner of Franklin County. It has a large Latino population and visitors will see how the literacy-based second language program is helping ELs build their reading and English skills.

We hope you can join us during the 2020 Ohio TESOL Conference for our next set of site visits. If you would like to showcase your program, please contact Brenda Custodio at custodio.1@osu.edu.

Union Station Ballroom
Welcome, Introductions, General Session
Friday, October 11, 2019 – 8:15 am to 9:30 am

Keynote Session: *Teaching to Strengths: Supporting Students Living with Trauma, Violence and Chronic Stress*



Dr. Debbie Zacarian is known for her work in advancing student achievement. Her explanations of current research into practical instructional, leadership, family-school engagement, and strength-based teacher evaluation systems are nationally known and widely practiced. With three decades of combined experience as a district administrator, university faculty member, and educational service agency administrator, she founded Zacarian & Associates. She presents and publishes extensively. With support from the Carnegie

Foundation, she wrote the user-friendly guide, *Serving English Learners: laws, policies, and regulations for Colorín Colorado*. She has written many state and district policies including the co-written *Guidance for English Learner Parent Advisory Councils* and *Massachusetts Early Education and Care policies for dual language learners*. Dr. Zacarian's authored and co-authored books include the forthcoming: *Raising Students' Voices in Diverse Classroom Settings* as well as the following: *Teaching to Strengths: supporting students living with trauma, violence and chronic stress*; *In It Together: How Student, Family, and Community Partnerships Advance Engagement and Achievement in Diverse Classrooms*; *Mastering Academic Language: a framework for supporting student achievement*; *Transforming Schools for English learners: a comprehensive framework for school leaders*; *The Essential Guide for Educating Beginning English Learners*; and *Teaching English Language Learners Across the Content Areas*.

Dr. Zacarian can be reached at Debbie@zacarianconsulting.com.

Session Description

According to the National Survey of Children's Health, half of the nation's students have experienced serious childhood adversity. While English learners experience the same adversities as their peers, many are also refugees who fled crises in their homelands and/or are undocumented or are citizen-children of at least one undocumented parent and live in chronic fear of being deported. These realities represent a challenge to most educators, especially because so many of us have not had formal training to work with such students and their families. In contrast to looking at what is missing in the lives of these children, we will focus on the assets they bring and how we can create a strengths-based classroom-learning environment that is based on the assets of student-teacher and student-student relationships; promoting students' voice in shaping their learning; connecting instruction to students' lives; and providing predictable routines and practices that support students' strengths.

Sessions A: Friday, October 11, 2019, 9:45 am to 10:35 am

Session: A-1 ***State of the Profession - PreK- 12: Ohio's English Learner Data Story***

Presenters: **David Brauer**, Office of Assessment, Ohio Department of Education; **Donna Villareal**, and **Matthew Imperato**, Office of Integrated Student Supports, Ohio Department of Education

This session presents information to understand the context of English learner education in Ohio. Participants will have opportunities for interaction to promote consistent systems of support for culturally and linguistically diverse students.

Room: Union Station Ballroom Intended audience: **Grades K-6, Grades 7-12, Program Administrator**

Session: A-2 ***State of the Profession - Higher Education: International Enrollment Trends and Student Preparedness: Are Pathway Programs the Answer?***

Presenters: **Michele Bowman** and **Sonya Fix**, Columbus College of Art and Design

The presenters will report on state and nationwide international enrollment trends in postsecondary and higher education and recent changes in federal SEVP and SEVIS regulations, with a focus on pathways programs which transition international students from IEPs to degree-granting colleges and universities. We discuss the process of the development, implementation, accreditation, and evaluation of a variety of pathway programs types. Time for questions, concerns, and experiential commentary from the audience will be a part of this presentation.

Room: A212 Intended audience: **Higher Education**

Session: A-3 ***State of the Profession - Teacher Education: Teaching by Principles***

Presenters: **Wei Zhang** and **Lynn Smolen**, The University of Akron

The 6 Principles for Exemplary Teaching of English Learners is TESOL International's vision for effective education for English learners newly released in 2018. This session reviews the 6 principles and offers hands-on experience for participants to provide training for teacher candidates and colleagues at their workplaces.

Room: A211 Intended audience: **Teacher Education**

Sessions A: Friday, October 11, 2019 – 9:45 am to 10:35 am

Session: A-4 ***State of the Profession - Adult Education, Refugee/Immigrant Issues***

Presenters: **Tess Yurik**, Cuyahoga Community College – Aspire Department

This session will provide information about current trends in adult education across the state, including funding, training, curriculum, and employment. Policy changes at the federal and state levels will be reviewed. Time to discuss any common issues will be available at the end of the session.

Room: A214 Intended audience: **Adult Education - Refugee/Immigrant Issues**

Session: A-5 ***Saying “Yes” to Once Upon West Africa – Exhibitor Session***

Presenter: **Phillip Martin**, Village Improvement Project Inc.

This presentation is more of an inspirational message than a marketing job. Phillip Martin has traveled the world because his philosophy is to say "yes" to opportunities that come his way, at least whenever possible. He will share some of these experiences and then end with one of his favorite folk tales from his book *Once Upon West Africa*, a collection of 50 Liberian folk tales.

Room: A213 Intended audience: **Grades K-6, New to field, Grades 7-12**

Session: A-6 ***The World is Your Classroom: Teach Abroad with the English Language Fellow Program - Exhibitor Session***

Presenter: **Kyle Kaminski and Emily Hall**, U.S. Department of State English Language Programs

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Room: A215 Intended audience: **Higher Education, Teacher Trainers**

Session: A-7 ***Online Teaching Practicum for TESOL Endorsement Candidates- Exhibitor Session***

Presenter: **Gabriela Castaneda Gleason and Lisa Weyand**, Ohio University

In the summer of 2018, the Linguistics Department at Ohio University revamped its Online TESOL Endorsement Program. In this presentation, presenters will explicate the process of transformation of the online teaching practicum class as well as its characteristics.

Room: A210 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainer**

Sessions B: Friday, October 11, 2019 – 10:50 am to 11:40 am

Session: B-1 ***Supporting the Whole Child: Integrated Student Supports for English Learners***

Presenters: **Emily Jordan, Jill Jackson and Matthew Imperato**, Ohio Department of Education; **Brenda Custodio**, The Ohio State University

A panel that includes program administrators from the Ohio Department of Education will provide updates and resources that inform Ohio's Social Emotional Learning Standards and Positive Behavior Intervention Supports (PBIS) framework. The interactive session will assist participants in connecting English learners with school multi-tiered systems of support (MTSS).

Room: A114-115 Intended audience: **Grades K-6, Grades 7-12, Program Administrator**

Session: B-2 ***Non-public Equitable Services in Title III***

Presenters: **Chantelle Carter**, Office of Federal Program, Ohio Department of Education; **Natalie Grayson** and **Michael Sain**, Columbus City Schools; **Scott Tenyck**, Toledo Public Schools

Participants will engage in a discussion of the identification of English Learners in nonpublic schools and how Title III funded supports may be provided. The collaborative process that must exist in the delivery of Title III programs will be highlighted. This session is for nonpublic school staff and public districts with nonpublic schools participating in Title III.

Room: A210 Intended audience: **Grades K-6, Grades 7-12, Program Administrator**

Session: B-3 ***Energize Student, Family, School, and Community Partnerships Through Classroom-Based Events***

Presenter: **Debbie Zacarian**, Consultant, Zacarian & Associates

Classroom-based events offer powerful opportunities for student, family, and school collaborations. Explore 4 partnering possibilities: Community-building events for social purposes; Showcasing the curriculum to make learning transparent; Drawing on the rich resources of families; and Building a home-school culture of learning.

Room: A216 Intended audience: **All**

Distributing innovative, award winning ELT publishers



englishcentral.net

• 1-800-518-4170

• info@englishcentral.net

Sessions B: Friday, October 11, 2019 – 10:50 am to 11:40 am

Session: B-4 ***Design Thinking, Student Agency and Cultural Relevance in Schools: Let's Listen to Our Newcomers***

Presenter: **Helen Vassiliou**, Lakota Local School District

This presentation will demonstrate how to use the Design Thinking model with students new to the United States. This model will showcase how English learners can be innovative in designing their own project and sharing what they want schools to know about them so that we can better serve them. Come learn how to take a project from inspiration to implementation using Design Thinking.

Room A121 Intended audience: **Grades K-6, Grades 7-12, New to Field**

Session: B-5 ***Collaborating with Society, Educating our ELLs, Initiating a New Form to Support our Local Schools***

Presenter: **Gabriela Castaneda Gleason**, and **Sara Swaim**, Ohio University

Collaborations across educational institutions offer opportunities for mutually beneficial relationships. In this session, presenters discuss the exchange between a university and the local school system to support ELLs and techniques and materials used to provide strategy-based supplemental ELL education.

Room A211 Intended audience: **Grades K-6, Teacher Trainers, Program Administrators**

Session: B-6 ***Dive in and Go Deep with Diverse Books in the Classroom: Inspire, Collaborate and Create Book Studies and Clubs***

Presenter: **LaTresa Rieves**, Westerville City Schools

Dive into literature that reflects the diversity of our classrooms. Learn how to collaborate with colleagues to create book studies, book clubs and deepen our cultural responsiveness. Leave feeling inspired to initiate conversations around equity, diversity and the power of culturally and linguistically responsive teaching.

Room A212 Intended audience: **Grades K-6, New to Field**

Session: B-7 ***Students, Family and Community; The School Culture that WORKS!!!***

Presenter: **Doc West**, Columbus City Schools

This presentation discusses one school/community plans to make sure that each and every student is advocated for, is equally educated and equally involved in school life. The presenters provide a school culture and climate model that includes all students academically, socially and emotionally.

Room A122 Intended audience: **Grades 7-12**

Sessions B: Friday, October 11, 2019 – 10:50 am to 11:40 am

Session: B-8 ***Using Play in a Secondary Science Classroom***

Presenter: **Matthew O'Connor**, Columbus City Schools

Play is usually seen as reserved for elementary students. However, play can be transformational in science classrooms. By allowing students to engage in play, students are able to build both the skills and language necessary to find success in science.

Room A215 Intended audience: **Grades 7-12**

Session: B-9 ***Ready for Liftoff: Ensuring ELL Readiness for Introductory General Education Courses***

Presenter: **Leanne Price**, Marietta College

Collaboration with faculty of required introductory general education courses is essential in reshaping our ESL curricula. Our colleagues in the departments of Communication and English (and their syllabi) can bring valuable insight to our ESL course and program revision.

Room A214 Intended audience: **Higher Education, Teacher Trainers, Program Administrators**

Session: B-10 ***Building Leadership for Change: A Program Built on Collaboration***

Presenters: **Debbie Rozner, Dolores Elder, Mindy Uhrig, and Ebed Sulbaran**, Kent State University

The Building Leadership for Change Through School Immersion program has brought three cohorts of Saudi educators to Kent State University and area public schools. Collaboration, flexibility, and creativity, will be the main topics of this panel discussion including current participants.

Room A123 Intended audience: **Higher Education, Program Administrators**

Session: B-11 ***Games and Activities 101: No Puppets Required***

Presenter: **Jennifer Fennema-Bloom**, University of Findlay

This interactive workshop will cover the basics on how to select, design and optimize games and activities to increase student participation and learning in a communicative language classroom for PK-12 through adult language learners.

Room A124 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Sessions B: Friday, October 11, 2019 – 10:50 am to 11:40 am

Session: B-12 ***Designing and Delivering High-Quality ESOL Instruction***

Presenter: **Christina Terrell, CETE/Ohio State University**

This session explores research-based practices for planning effective lessons that prepare adult English learners for today's demands of school and work. Participants will apply rigorous standards, principles for exemplary teaching and 21st Century skills for implementing high-quality ESOL instruction.

Room A125 Intended audience: **Adult Education, Refugee/Immigrant Issues**

Session: B-13 ***Bringing Technology and Social Emotional Learning Together to Support English Language Learners***

Presenters: **Michelle Jones and Gus Farmakidis, Jennings CLC Akron**

EL students in Akron Public Schools experience meaningful instruction using virtual reality and video production to build background and increase vocabulary while engaging in social emotional learning activities designed to help them connect with peers, address stress, and improve soft skills.

Room A120 Intended audience: **Grades 7-12, Workplace Literacy, Adult Education, Refugee/Immigrant Issues**

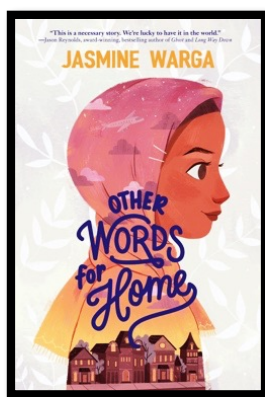
Session: B-14 ***A Complete Digital Resource to Support Your ELLs - Exhibitor Session***

Presenter: **Kelsey Lewandowski, Voces Digital**

Join us to explore the tools and resources available in Voces Digital's newest ESL titles. Try for yourself the pre-created listening and speaking exercises, vocabulary practice games, and fully customizable activities. Before you leave, we will make sure you are set up with an extended trial so you can use these tools with your students.

Room A213 Intended audience: **Grades 7-12, Refugee/Immigrant**

Book Reading and Signing



Young-adult author, and former teacher Jasmine Warga will sign her book *Other Words for Home*. This middle grade novel in verse follows a Syrian immigrant girl struggling to fit in with her relatives in unfamiliar Cincinnati. The signing will take place outside the Exhibitor Hall. It will start before lunch and last until just past 1 p.m.

Poster Sessions: Friday, October 11, 2019 – 11:40 am to 12:10 pm

All poster sessions are located in the foyer of A Pod

Session: P-1 ***Social Networking Sites and Language Learning Trends, Issues, and New Directions***

Presenter: **Emre Basok**, The Ohio State University

This poster reports findings from a systematic synthesis of 29 empirical studies conducted on social networking sites and language learning with respect to research types of SNSs, research contexts/participants, advantages of SNSs in SLA, and targeted language proficiency.

Intended audience: **Grades 7-12, Higher Education**

Session: P-2 ***Implications from Reviewing Studies on Technology Use for ESL/EFL Learners with Special Needs***

Presenters: **Yizhe Jiang, Qian Wang and Zhenjie Weng**, The Ohio State University

The presenters share their findings from systematically reviewing eleven empirical studies and three conference proceedings conducted on using technology for ESL/EFL students with special needs learning English. They will also display the pedagogical implications for English teachers teaching disabled students with technology.

Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: P-3 ***The Integrated Instruction of Language Form and Function during CBI***

Presenter: **Leila Lomashvili**, Shawnee State University

The poster offers an integrated model of teaching language objectives with CBI by including various subareas of language (phonology, morphology, syntax, etc.) while teaching math, science, and social studies texts.

Intended audience: **Grades K-6, Grades 7-12, Higher Education**

Session: P-4 ***We Can Run, But We Can't Hide: Networked Technologies, and How to Use Them Effectively to Promote Authentic Communication.***

Presenter: **Olga Shonia**, Capital University

This poster presentation will focus on blogging, fandom, social media, and tweeting as some of the most meaningful ways to promote authentic communication among English language learners. Ideas will be shared on how to incorporate these technologies into lessons/classroom.

Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Poster Sessions: Friday, October 11, 2019 – 11:40 am to 12:10 pm

Session: P-5 ***Multicultural School-Based Community Garden and Coffee Business***

Presenter: **Aaron Parker**, Cincinnati Public Schools

At Aiken New Tech High School, teachers have seen the benefits of having students engage in all aspects of the school-based community garden and coffee business. The garden and coffee business has been a source of excitement, pride, learning, language development, critical thinking, and community.

Intended audience: **Grades K-6, Grades 7-12, New to Field**

Session: P-6 ***Seeing Yourself in Text***

Presenter: **Elizabeth Bridges**, Ohio Department of Education

This poster session will identify quality children's books, some of which will be dual language, that include characters from diverse cultures. An evaluative tool for critically examining books for quality, as well as a bibliography will be available. Stop by.

Intended audience: **Grades K-6, New to Field**

Session: P-7 ***English for Specific Purposes Education for Students in University Settings: A Research Synthesis***

Presenter: **Jiyu Min**, The Ohio State University

This synthesis examined how research on English for Specific Purposes courses with particular occupational focuses (i.e., *English for Academic and Occupational Purposes - EAOP*) in university settings has been conducted and what issues and challenges are involved in or should be considered regarding the instruction.

Intended audience: **Higher Education, Workplace Literacy, Program Administrators**

Session: P-8 ***Schema Theory and Good Enough Reading: a Case Study***

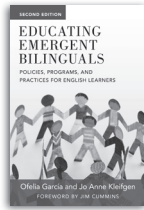
Presenter: **Mustapha Chmarkh**, The Ohio State University

This poster session reports on a paper that examined how an advanced English learner read three academic articles. First, researchers wanted to know whether schema (background knowledge) facilitated the participant's task in reading the articles. Furthermore, they explored the relatively new concept of good-enough reading and how the participant defines and uses it as a reading strategy.

Intended audience: **Grades 7-12, Higher Education, New to Field**

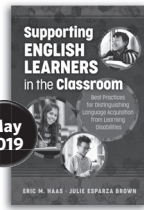
Friday, October 11, 2019 – 12:10 am to 1:10 pm
Lunch/Recognition Awards - Union Station Ballroom

New & Noteworthy from TC Press



EDUCATING EMERGENT BILINGUALS
Policies, Programs, and Practices for English Learners
Second Edition
Ofelia García and Jo Anne Kleifgen

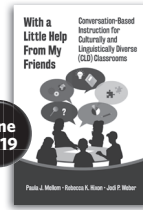
Newly updated bestseller reflects recent shifts in policies, programs, and practices. A totally new chapter highlights multimedia and multimodal instructional possibilities for engaging EL students.
2018/256 pp./PB, \$32.95, 978-0-8077-5885-4
Ebook, \$32.95, 978-0-8077-7676-6
Language and Literacy Series



May 2019

SUPPORTING ENGLISH LEARNERS IN THE CLASSROOM
Best Practices for Distinguishing Language Acquisition from Learning Disabilities
Eric M. Haas and Julie Esparza Brown

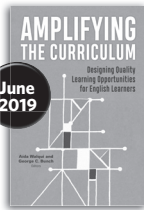
Includes guidance and specific tools to help districts, schools, and classrooms use Multi-Tiered System of Supports (MTSS) and other interventions.
2019/240 pp./PB, \$34.95, 978-0-8077-5953-0
HC, \$105, 978-0-8077-6174-8
Ebook, \$34.95, 978-0-8077-7786-2



June 2019

WITH A LITTLE HELP FROM MY FRIENDS
Conversation-Based Instruction for Culturally and Linguistically Diverse (CLD) Classrooms
Paula J. Mellom, Rebecca K. Hixon, and Jodi P. Weber

Presents a research-based pedagogical model to help K-12 teachers modify how they plan and implement their lessons to better support the linguistic, cognitive, and social-emotional development of diverse students.
2019/208 pp./PB, \$32.95, 978-0-8077-6156-4
HC, \$105, 978-0-8077-6178-6
Ebook, \$32.95, 978-0-8077-7797-8



June 2019

AMPLIFYING THE CURRICULUM
Designing Quality Learning Opportunities for English Learners
Edited by Aída Walqui and George C. Bunch

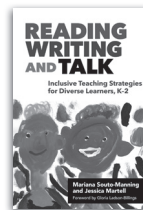
Guides teachers through the design of tasks, lessons, and units of study that invite English Learners (and all students) to engage in meaningful and intellectually engaging activity.
2019/256 pp./PB, \$29.95, 978-0-8077-6119-9/HC, \$90, 978-0-8077-6120-5/Ebook, \$29.95, 978-0-8077-7685-8
Language and Literacy Series Copublished with WestEd



New

TRANSLANGUAGING FOR EMERGENT BILINGUALS
Inclusive Teaching in the Linguistically Diverse Classroom
Danling Fu, Xenia Hadjoannou, and Xiaodi Zhou

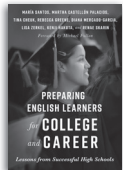
Challenges current models for educating emergent bilinguals. Offers concrete strategies to help teachers implement translanguaging for diverse students.
2019/144 pp./PB, \$33.95, 978-0-8077-6112-0
HC, \$89, 978-0-8077-6113-7/Ebook, \$33.95, 978-0-8077-7757-2
Language and Literacy Series



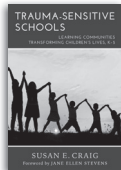
READING, WRITING, AND TALK
Inclusive Teaching Strategies for Diverse Learners, K-2
Mariana Souto-Manning and Jessica Martell

Will help K-2 teachers (re)think and (re)conceptualize their practices.
2016/176 pp./PB, \$33.95, 978-0-8077-5757-4
HC, \$72, 978-0-8077-5758-1/Ebook, \$33.95, 978-0-8077-7471-7
Language and Literacy Series

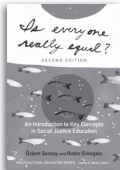
MORE BOOKS OF INTEREST FOR PROFESSIONAL LEARNING



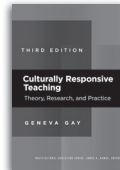
PREPARING ENGLISH LEARNERS FOR COLLEGE AND CAREER
Lessons from Successful High Schools
María Santos et al.
2018/176 pp./PB, \$35.95, 978-0-8077-5925-7/HC, \$94, 978-0-8077-5926-4/Ebook, \$35.95, 978-0-8077-7706-0



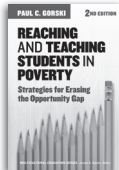
TRAUMA-SENSITIVE SCHOOLS
Learning Communities Transforming Children's Lives, K-5
Susan E. Craig
2015/160 pp./PB, \$30.95, 978-0-8077-5745-1/Ebook, \$30.95, 978-0-8077-7453-3



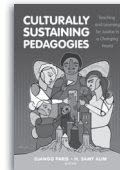
IS EVERYONE REALLY EQUAL?
An Introduction to Key Concepts in Social Justice Education
Second Edition
Özlem Sensoy and Robin DiAngelo
2017/288 pp./PB, \$34.95, 978-0-8077-5861-8/Ebook, \$34.95, 978-0-8077-7617-9



CULTURALLY RESPONSIVE TEACHING
Theory, Research, and Practice
Third Edition
Geneva Gay
2018/384 pp./PB, \$36.95, 978-0-8077-5876-2/Ebook, \$36.95, 978-0-8077-7670-4



REACHING AND TEACHING STUDENTS IN POVERTY
Strategies for Erasing the Opportunity Gap
Second Edition
Paul C. Gorski
2017/256 pp./PB, \$29.95, 978-0-8077-5879-3/Ebook, \$29.95, 978-0-8077-7672-8



CULTURALLY SUSTAINING PEDAGOGIES
Teaching and Learning for Justice in a Changing World
Edited by Django Paris and H. Samy Alim
2017/304 pp./PB, \$38.95, 978-0-8077-5833-5/HC, \$90, 978-0-8077-5834-2/Ebook, \$38.95, 978-0-8077-7570-7

FOR MORE MULTICULTURAL EDUCATION TITLES, PLEASE VISIT OUR WEBSITE: TCPRESS.COM



TEACHERS COLLEGE PRESS
TEACHERS COLLEGE | COLUMBIA UNIVERSITY

Prices subject to change

800.575.6566
TCPRESS.COM

Sessions C: Friday, October 11, 2019 – 1:25 pm to 2:15 pm

Session: C-1 ***OELPS, OELPA and Alternate Assessments***

Presenters: **David Brauer** and **Paula Mahaley** Ohio Department of Education

The presenters will provide Information and updates about Ohio's screener and summative English language proficiency assessment. Information will be presented on the alternative form of both tests for English learners with disabilities including the development timeline.

Room A114-115 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: C-2 ***Ohio Schools' 2019 Report Cards: Accountability and Results for English Learners***

Presenters: **Shelby Edwards**, and **Sam Satterfield**, Ohio Department of Education

Accountability staff with the Ohio Department of Education review the 2019 Ohio School Report Card measures and components with emphasis on English learner results and the English learner improvement measure.

Room A212 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: C-3 ***Advocating for Your EL students with Your Local Legislators: A Preparatory Workshop***

Presenters: **Jackie Ridley**, The Ohio State University; **Sara Levitt**, SJL Educational Consultants; **Francine Lasley**, Ohio TESOL; **Milena Varbanova**, Mason City Schools

This interactive workshop will prepare teachers, administrators, and other stakeholders to advocate for their EL students and families when talking to local legislators. Participants will learn strategies to make the most of their conversations with government representatives.

Room A120 Intended audience: **Grades K-6, Grades 7-12, Adult Education, Refugee/Immigrant**

Session: C-4 ***Writing Support for English Language Learners***

Presenter: **Vicki Burlingame**, South-Western City Schools

Interested in having some practical ways to support your ELL students' writing? Many "use-it-tomorrow" ideas will be shared in this session. Teaching practices, types of writing, writing resources, and strategies are included.

Room A213 Intended audience: **Grades K-6**

Sessions C: Friday, October 11, 2019 – 1:25 pm to 2:15 pm

Session: C-5 ***Sheltered Instruction & Google Suite®: Initiate, Collaborate, Educate!***

Presenters: **Benjamin Singelyn and Sylwia Thorne** , Towpath Trail High School, Akron OH / PSI; **Kay Almy**, PSI;

This presentation adapts Google Suite® as a K-12 LMS that schools can utilize with ELs. Hands-on examples include: acquisition of language and academic knowledge, monitoring student progress, and facilitating creation of learner autonomy. Participants are encouraged to bring Google-capable devices.

Room A214 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: C-6 ***Reading Interventions and Assessments for Secondary Learners***

Presenter: **Jessica Burchett**, Marion City Schools

This session will focus on improving reading instruction, intervention, and assessment for Long Term English Learners. Long Term English Learners struggle with reading for many different reasons. As we discuss the components of reading, participants will be given practical ideas for instruction, intervention, and assessment in order to support these students at the secondary level.

Room A 215 Intended audience: **Grades 7-12**

Session: C-7 ***Project Based Integrated Learning Units for Emergent to Progressing English Language Learners Ages 8-14***

Presenter: **Kimberly Mason**, Westerville City Schools

Integrated units that incorporate reading level appropriate literature and accompanying non-fiction selections to build content area background, while students are learning to research and demonstrate their newly acquired knowledge in ways that are personally meaningful and relevant all while improving reading, writing, speaking and listening skills.

Room A216 Intended audience: **Grades K-6, Grades 7-12**

Session: C-8 ***Investigating Historical and Present Day Activism in the EL Classroom: Responding to Discrimination and Rising Above***

Presenter: **Holly Peppers**, Gahanna Lincoln High School

Come and learn about implementing a social activism unit in your classroom. You will have the tools and resources to lead discussions about problems in our society and help your students grow into future activists and global citizens.

Room A121 Intended audience: **Grades 7-12, Higher Education**

Sessions C: Friday, October 11, 2019 – 1:25 pm to 2:15 pm

Session: C-9 ***Fostering Reflective Teaching: A Model for Coaching Teachers of English Learners***

Presenters: **Lynn Smolen** and **Shernavaz Vakil**, University of Akron

The presenters discuss the coaching model used in a grant project that prepares classroom teachers to teach English learners. Benefits of the model for teachers and their students will be discussed. Ways to enhance teacher reflection will be described.

Room A125 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: C-10 ***Content-Based Instruction in the University Pathway Program Context***

Presenter: **Kyle Butler**, Ohio University

A university Pathway Program instructor will share his five principles of content-based instruction and how they are utilized in his classes. Participants will have the opportunity to explore how these principles and practices can be used in their teaching contexts.

Room A122 Intended audience: **Grades 7-12, Higher Education, Teacher Trainers**

Session: C-11 ***Practical Parent Engagement Tips for EL Teachers and Administrators.***

Presenters: **Rumeysa Sarikamis, Colin Poulson** and **EL Student**, Horizon Science Academy

Learn a variety of parent engagement tips for EL and general education teachers. Explore how school administrators can provide leadership on parental involvement to increase students' academic achievement. An EL student will share the impact of parental involvement on her achievement.

Room A123 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: C-12 ***Helping Newcomers Become Resilient: The "I Have, I Am, I Can" Model***

Presenters: **Judith O'Loughlin**, Language Matters Education Consultants, LLC: **Brenda Custodio**, The Ohio State University

For newcomers to become resilient, schools must create "havens of resilience," (Henderson, 2013) helping learners identify their internal strengths. Attendees will learn how to use the "I Have, I Am, I Can" model to help English learners overcome trauma-backgrounds and develop resilience. Presenters will model classroom activities that help to develop resilience.

Room A211 Intended audience: **Grades 7-12, Teacher Trainers, Adult Education, Refugee/Immigrant Issues**

Sessions C: Friday, October 11, 2019 – 1:25 pm to 2:15 pm

Session: C-13 ***“¡No Entiendo!” How to Teach In English to Learners with No English***

Presenter: **Virginia Calhoun**, Autonomous University of Chiapas, San Cristobal Language School, Mexico

As more students with little or no knowledge of English enter our classrooms, how can we teach or even communicate with them? This workshop illustrates useful techniques for teaching true beginners, exemplified with a class in Tsotsil, a Mayan language.

Room A210 Intended audience: **New to Field, Teacher Trainers, Adult Education, Refugee/Immigrant Issues**

Session: C-14 ***Creating EL Community Parent Meetings Designed for their Needs***

Presenter: **Aryn Johnson**, Hamilton County Education Service Center

In this session, learn how some local Cincinnati-area districts began community meetings to get EL parents engaged and active in their communities. The presenter will share how districts planned for and gathered families, asked for feedback, and used that feedback to organize both future events and community partnerships.

Room A124 Intended audience: **Grades K-6, Grades 7-12, New to Field**



Master of Arts in TESOL and Applied Linguistics

- Undergrad TESOL
- Undergrad TESOL Licensure Program
- Online Post Baccalaureate Endorsement
- MATESOL/Applied Linguistics



LEARN MORE AT WWW.FINDLAY.EDU

English for Child Care

Language Skills for Parents & Providers

Marianne Brems
Marsha Chan
Julaine Rosner

Topics for high-beginning to low-intermediate language learning adults include: Health and safety; Preventing accidents; Reporting incidents; Treating illnesses and injuries; Stages of infants, toddlers, preschoolers, school-age children.

222 pages ISBN: 978-1-932318-36-4

English language pathway to child development

An excellent source book for parents and child care providers. Fun, engaging, and culturally sensitive. —Kristin Navarro, Continuing Education Child Care, Howard CC, MD

Inspires excitement and gratitude! Meets the needs of early childhood professionals. Reflects best practices. Kudos! —Judy Macdonald, Director, Cornerstone Preschool, FL

Practical activities prepare learners to work with, raise, and educate children in an English-speaking environment. —Margarita Perez, Worcester State Univ., MA

The only books that focus on both language proficiency and child development!

Both books support parents, nannies, au pairs, teachers, and others who interact with children. —Patti Cornell, Destination Imagination, CT

English for Child Development

Language Skills for Parents & Providers

Marianne Brems
Marsha Chan
Julaine Rosner

Topics for intermediate to high-intermediate language learning adults include: Social-emotional, motor, cognitive, and linguistic development; Describing and documenting development

264 pages ISBN: 978-1-932318-37-1



Sunburst Media www.sunburstmedia.com Tel/Fax (408) 245-8514

Professional Training for Teachers of English Learners

"This training was amazing. So practical and easy-to apply to my lessons, yet it is transforming the way my English learners learn! Thank you."

**How can you be expected to teach them the content
when they can't even understand the language?
What are you supposed to do?**

Why keep struggling on your own? Join our supportive community and surround yourself with fellow teachers and experienced trainers ready to meet you where you're at. Together we will journey through how to apply proven methods to improve your classroom practices in a way that doesn't result in countless hours of lesson plan modifications or late-nights trying to think of ways to connect with your English learners. We've already done that hard work for you. We've lived it ourselves and now we are willing to give you the solutions for English learner success.

Whether you choose to learn online or in-person, you are eligible to receive graduate credit for the course and in many districts you may also be eligible for reimbursement.

Online courses and face-to-face workshops available



English Learner
Portal

[HTTPS://WWW.ENGLISHLEARNERPORTAL.COM](https://www.englishlearnerportal.com)

Sessions D: Friday, October 11, 2019 – 2:30 pm to 3:20 pm

Session: D-1 ***Statistical Relationships between OELPA and the Ohio English Language Arts Tests***

Presenter: **Kurt Taube**, Ohio Department of Education

Statewide results of the 2016-2019 OELPA and 2018-2019 OELPS administrations will be summarized. Student performance on the 2019 OELPA will be compared to performance on the 2019 Ohio ELA tests to assess consistency of classification and relative rigor of the OELPA standards.

Room A114 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: D-2 ***Ohio's Seal of Biliteracy: Pilot Year Results and How to Implement a Program in Your School or District***

Presenter: **Ryan T. Wertz**, Ohio Department of Education

Learn about Ohio's Seal of Biliteracy Program, which is designed to recognize High School graduates who demonstrate high levels of proficiency in one or more languages in addition to English. This session will cover the following: 1) Initial results from the program's first year; 2) Requirements for earning a seal of biliteracy; and 3) Guidance for implementing a program, testing students for proficiency, and awarding seals to students.

Room A210 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: D-3 ***Coordinating Effective and Efficient EL Services in a Low-Incident District***

Presenters: **Jannete Irwin**, Northridge Local Schools; **Jessica Burchett**, Marion City Schools

The presenter will discuss effective practices in low-incidence districts including practical topics such as scheduling, programming, curriculum, advocating and organizing when ESL teachers are working with multiple grade levels and buildings. Advocating for the profession, the students, and their families will also be discussed.

Room Union Station B Intended audience: **Grades K-6, Grades 7-12**

Sessions D: Friday, October 11, 2019 – 2:30 pm to 3:20 pm

Session: D-4 ***A Librarian's Journey Using SIOP to Collaborate, Educate and Initiate***

Presenters: **Connie Reyes-Rau**, Hamilton County Educational Service Center; **Cynthia Luckey**, Cincinnati Public Schools

A school librarian and SIOP Coach worked with a classroom teacher and an instructional coach to develop storyboards using the SIOP model for a Capstone project in 4th and 5th grade. SIOP is for all teachers! Come and check it out!

Room A123 Intended audience: **Grades K-6, Grades 7-12**

Session: D-5 ***Measuring and Progress Monitoring Oral Language in Emergent EL Students***

Presenter: **Rachel Dalton**, South-Western City Schools

Participants will learn how to measure student oral language, how to analyze data for specific language patterns/errors, and how to use oral storytelling to increase student language acquisition.

Room A124 Intended audience: **Grades K-6, Grades 7-12**

Session: D-6 ***How Do I Contact and Communicate with My EL Students' Parents?***

Presenter: **Derek Braun**, Columbus City Schools

Have you ever felt frustrated trying to contact and communicate with your English Learners' parents? In this workshop helpful strategies will be shared on how to improve your communication with parents.

Room Union Station C Intended audience: **Grades K-6, Grades 7-12, New to Field**

Session: D-7 ***A Bicycle Built for Two: Co-Teaching in the Classroom***

Presenter: **Jennifer Wolf** and **Melissa Eddington**, Dublin City Schools

Participants will learn about different types of co-teaching models, key components of co-teaching and more.

Room A211 Intended audience: **Grades K-6, Grades 7-12, New to Field**

Sessions D: Friday, October 11, 2019 – 2:30 pm to 3:20 pm

Session: D-8 ***Using Individualized Checklists to Boost EL Achievement***

Presenter: **Sara Sylvester**, Lake Local Schools

Inspired by Blended Learning and Universal Design for Learning, this presentation will offer teachers of ELs in low-incidence school districts with tips for using individualized student checklists to monitor progress, build learner autonomy, self-assess, and boost achievement.

Room A212 Intended audience: **Grades K-6, Grades 7-12, New to Field**

Session: D-9 ***Technology to Enhance Language Teaching and Learning***

Presenters: **Jamal Sulaiman**, Cleveland Metropolitan School District; **Elena Andrei**, Cleveland State University

There is a lot of engaging technology for teachers and teacher educators to use in language and content instruction. This interactive session shares technology tools and how to utilize them to address the needs of English learner students.

Room A213 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: D-10 ***Too Many Cooks in the Kitchen? Four Instructors in One College ESL Speaking/Listening Class***

Presenters: **Eun Chong Yang, Julia Zorc, and Sarah Berg**, Miami University

An experienced ESL instructor and preservice teachers share their learning experiences and collaborative works to reshape the classroom culture, to promote diversity and inclusion, to enhance professional development, and to achieve students' learning outcomes in a college speaking/listening course.

Room A214 Intended audience: **Higher Education, Teacher Trainers**

Session: D-11 ***Creating Test Specifications for IEP Final Exams***

Presenters: **Kathryn Hille, Aaron Hille and Christina Jones**, Ohio University

Test specifications are like “test recipes”; they allow different teachers to create different tests that produce roughly the same outcome. This is the journey of how one IEP developed test specifications for the final exams in each of its courses.

Room A215 Intended audience: **Higher Education, Teacher Trainers, Program Administrators**

Sessions D: Friday, October 11, 2019 – 2:30 pm to 3:20 pm

Session: D-12 ***Supporting Refugee and Emergent English Learners' Reading Ability Through a Story Dictation-Based Curriculum***

Presenter: **Heather Sunday**, Otterbein University/Westerville City Schools

Emergent English learners (ELs) and refugee students alike can be supported through the Language Experience Approach (LEA), a unique method of teaching reading and early literacy skills. A sample curriculum is presented using LEA methods.

Room A121 Intended audience: **Grades K-6, Grades 7-12, Adult Education, Refugee/Immigrant**

Session: D-13 ***What Teachers Need to Know About Language Variation: A Sociolinguistic Perspective***

Presenter: **Xinyue Lu**, The Ohio State University

This workshop provides hands-on opportunities to help educators experience linguistic variation in local educational settings. It also provides examples of classroom activities that promote diverse cultural and linguistic awareness.

Room A125 Intended audience: **Grades K-6, New to Field, Adult Education, Refugee/Immigrant Issues**

Session: D-14 ***Building a Medical Interpreter Program Through Heritage Language Instruction***

Presenters: **Edward Kennedy, Glen Martinez and Amy Schakat**, South-Western City Schools

A partnership between South-Western City Schools and The Ohio State University has resulted in a growing Heritage Spanish model of instruction and a promising Medical Interpreter Program.

Room A120 Intended audience: **Grades 7-12, Program Administrators**

Session: D-15 ***Ten Tips for New Administrators of EL Programs***

Presenter: **Jill Kramer**, Educational Service Center of Central Ohio

Overseeing an EL program is a challenge when you have many other programs on your plate. This session shares tips on setting up an EL program, legal obligations, staffing, program models, identification, assessment and funding.

Room Union Station A Intended audience: **New to Field, Program Administrators**

Sessions D: Friday, October 11, 2019 – 2:30 pm to 3:20 pm

Session: D-16 ***Strategies for Supporting EL Newcomers in Grades 6-12***

Presenters: **Eric Gulley, Jennifer Nott, Jessica Hogan, Bianca Ianzito and Katie Gouldin,**
Hilliard City Schools

This session will provide information on supporting EL newcomers in grades 6-12. We will discuss the intake process, instructional best practices, and approaches for effective communication with all stakeholders.

Room A115 Intended audience: **Grades 7-12, New to Field, Program Administrators**

Session: D-17 ***An Overview of the School System in Rwanda***

Presenter: **Simeon Bimenyimana,** Indashyikirwa Secondary School, Rwanda

This session explains the school system in Rwanda, where the national language is now English. Simeon Bimenyimana, visiting from Rwanda, will discuss his school and how schools in his native country compare and contrast to schools in Ohio. He will also discuss the challenges of teaching English in his section of western Rwanda.

Room A122 Intended audience: **All**

Session: D-18 ***Immigration Legal Issues***

Presenter: **Jessica Rodriguez Bell,** Rodriguez Bell and DiFranco Law Office, LLC

This session will look at current trends affecting immigrant children and adults by a practicing immigration lawyer. Time for questions will be provided.

Room A216 Intended audience: **All**

OHIO Online TESOL Endorsement

A graduate non-degree, endorsement program for certified Pre-K-12 teachers to teach English Language Learners

- 4 courses, 14 credit hours
- All courses online
- Option to complete your MA in Applied Linguistics and your TESOL Endorsement concurrently
- All licensed Ohio teachers eligible to apply
- Complete in 1 summer or take classes throughout the year
- Field work site placements available or choose your own location

For more information: www.ohio.edu/cas/tesol/

Questions? Contact: Dr. Dawn Bikowski at bikowski@ohio.edu or call 740-593-0201



Sessions E: Friday, October 11, 2019 – 3:35 pm to 4:25 pm

Session: E-1 ***The Every Student Succeeds Act: Title III English Learner Programs***

Presenters: **Rasha Hetata** and **Michael Crace**, Ohio Department of Education

This session will provide an overview of the purposes and requirements for Title III programs for English Learners and Immigrant Students. The group will discuss preparation for Title III compliance reviews.

Room Union Station B Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: E-2 ***Partnering Works! Collaborating between Refugee Providers and Educators Leading to More Parental and Student Involvement***

Presenter: **Robert Branch**, Columbus City Schools; **Jeremy Hollon**, Community Refugee and Immigration Services; **Ghanshyam Luitel**, North Community Counselor Center; **Janell Ross** and **Jillian S. Baker**, Columbus City Schools

One of the greatest challenges working with ELL students is to foster both parental involvement along with providing additional resources for at risk ELL students. In this session you will hear from a panel of educators, social workers, bilingual assistants and refugee resettlement workers as they share strategies for increased parental involvement and retention of ELL at risk students.

Room A114 Intended audience: **Grades 7-12**

Session: E-3 ***Improving the Cultural Intelligence of Your Staff***

Presenter: **Jennifer Burggraf**, Olentangy Local Schools

Many staff members in American schools do not possess the cultural intelligence that is necessary to proficiently interact with the increasing immigrant population and their families, which can lead to cultural misunderstandings and conflicts. This session presents a template (that you can alter/use) for a professional development program geared towards staff in public schools.

Room A122 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: E-4 ***Separating Difference from Disability***

Presenters: **Denell Dellarco-Mesa** and **Charlotta Beis**, Columbus City Schools

A growing number of students from diverse racial, cultural, and linguistic backgrounds have unique learning needs as they acquire the English language. This diverse population of students are at-risk learners with a variety of challenges. As a result, it is imperative that we as educators are able to distinguish between language differences and disabilities in linguistically diverse students.

Room A211 Intended audience: **Grades K-6, Grades 7-12, New to Field**

Sessions E: Friday, October 11, 2019 – 3:35 pm to 4:25 pm

Session: E-5 *Lucy Calkins & English Learners*

Presenters: **Ashley Rambacher** and **Stephanie Grider**, South-Western City Schools

Learn how Lucy Calkins' Reading, Writing and Phonics Units of Study have strengthened our co-teaching relationships, shaped our classrooms and grown the minds of our English Learners! Practical tips and strategies will be given.

Room A212 Intended audience: **Grades K-6**

Session: E-6 *Supporting Students with Interrupted Education*

Presenters: **Brenda Custodio**, The Ohio State University; **Judith O'Loughlin**, Language Matters Education Consultants, LLC

This session explores the causes of interrupted schooling of both refugee and Latino students and the impact this educational gap has on academic achievement. Specific suggestions will be offered for how classroom teachers can better support the academic and non-academic needs these students.

Room Union Station C Intended audience: **Grades K-6, Grades 7-12, New to Field**

Session: E-7 *More Dollars Than Cents; A Learning Experience of Shel Silverstein's Poem Smart*

Presenters: **Brenda McHenry Tom Crain**, and **Abby Griffiths**, The University of Akron

Silverstein's poem Smart offers opportunities for teaching English, math, American culture, morality, and social skills. The presentation demonstrates teaching strategies to teach across the curriculum for diverse learners, including English learners and special education students.

Room A213 Intended audience: **Grades K-6, Grades 7-12, Adult Education, Refugee/Immigrant Issues**

Session: E-8 *An Example of a Typical SIOPed Content-Area Class*

Presenter: **Aaron Parker**, Cincinnati Public Schools

In 50-minutes, the presenter will describe the rationale and demonstrate the aspects of a typical SIOPed content-area class for newcomers at Aiken New Tech High School in the Cincinnati Public Schools. Our goal is to provide a template for those teachers looking to provide scaffolded instruction of higher order thinking skills for students.

Room Union Station A Intended audience: **Grades 7-12, New to Field**

Sessions E: Friday, October 11, 2019 – 3:35 pm to 4:25 pm

Session: E-9 *ArtiFACT: Teaching Language with Technology through Storytelling, Audio Editing, and 3D Printing*

Presenters: **Larissa Fekete, Abraham Reshad and Abby Aresty**, Oberlin College and Conservatory

ArtiFACT builds community and creates authentic language learning experiences for ELs who share their stories through digital media and fabrication technologies. ESOL students and volunteer workshop participants scan and 3D-print personal objects and record their stories, which exhibit attendees can hear by scanning objects' affixed barcodes.

Room A121 Intended audience: **Higher Education**

Session: E-10 *Helping the Mainstream Teacher Understand the EL Experience*

Presenter: **Ying Wang**, Hancock County Educational Service Center

This workshop will present information on the mainstream teachers' readiness in working with ELs in Hancock County, Ohio and demonstrate a language shock lesson as a possible professional development for mainstream teachers.

Room A115 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: E-11 *Comparative Study on L2 Learners' Engagement in Technology-Mediated and Traditional Task Based Language Teaching (TBLT)*

Presenter: **Tetiana Tytko**, Ohio University

This paper explores L2 learners' engagement in technology-mediated and traditional tasks. Findings indicate high engagement in both tasks, with a surprisingly higher level of engagement in traditional tasks. Pedagogical ramifications for ESL classrooms are discussed in regard to TBLT implementation.

Room A125 Intended audience: **Higher Education, New to Field, Teacher Trainers**

TGYN
LEVEL 1

Available on the
App Store

Google play

FREE
GRAMMAR
APPS

NEW *NEW*

TheGrammarYouNeed.com

Language
Arts Press

Sessions E: Friday, October 11, 2019 – 3:35 pm to 4:25 pm

Session: E-12 ***Active Learning for All: Differentiation Strategies for Multi-level ESOL Classrooms***

Presenter: **Susan Kanter**, Community Refugee and Immigration Services

In adult and refugee ESOL classrooms, limited resources may lead to larger, multi-level classrooms. Strategies of differentiated instruction can increase participation and engagement for all students. A variety of activities and time management strategies for lesson planning will be included.

Room A123 Intended audience: **Higher Education, New to Field, Adult Education, Refugee/Immigrant Issues**

Session: E-13 ***Teaching Critical Reflection for Deep Learning***

Presenters: **Mohsine Bensaid, Jessica Lyons and Jennifer Winger**, Ashland University

In this hands-on session, the presenters share effective ways to maximize reflective thinking in students of all ages and proficiency levels. The presenters also guide the attendees through the process of designing activities and curricular experiences that promote critical reflection.

Room A124 Intended audience: **Grades 7-12, Higher Education, Adult Education, Refugee/Immigrant Issues**

Session: E-14 ***Building a Program: Making the Tough Decisions***

Presenter: **Sara Levitt**, SJL Educational Consultants

Administrators and teachers who are building or expanding their English Learner program should attend. This session will discuss program types, how to allocate teachers and staff, and the distribution of resources. Creative scheduling and alternative funding sources will also be shared.

Room A210 Intended audience: **Grades 7-12, Teacher Trainers, Program Administrators**

Session: E-15 ***Initiative in ESL Student Teaching: Three Perspectives***

Presenter: **Tim Micek**, Ohio Dominican University

Initiative in ESL student teaching was studied. Student teachers, cooperating teachers, and university supervisors were surveyed. Results showed differences between and among the participants. Teacher educators may use these results to improve ESL student teaching.

Room A120 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Sessions E: Friday, October 11, 2019 – 3:35 pm to 4:25 pm

Session: E-16 ***Make It Stick with Explicit Vocabulary Instruction***

Presenters: **Debbie Hartwig**, State Support Team 9; **Amanda Nickson**, Stark County Education Service Center

Vocabulary instruction is critical to our English Learners' academic success. This active and engaging "I Do, We Do, You Do" session will equip you to select vocabulary, design explicit vocabulary lessons, provide student-friendly explanations, develop examples and non-examples, embed oral language practice, and augment vocabulary instruction to ensure retention.

Room A214 Intended audience: **Grades K-6**

Session: E-17 ***Accelerating Long Term English Learners Success Through Close Reading - Exhibitor Session***

Presenter: **Stephen C. Fowler**, Imagine Learning

During this interactive session, attendees will discover how Imagine Reading moves the needle for English Learners and striving readers. Learn more about Imagine Learning and its new reading solution that accelerates grade-level literacy success through engaging, technology enhanced text sets.

Room A215 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: E-18 ***From Insights to Results: an Introduction to Evolve -Exhibitor Session***

Presenter: **Natalie Cornelison**, Cambridge University Press

In this workshop, participants will learn about Evolve: a six-level English course that gets students speaking with confidence. Insights from language teaching experts and real students will be presented together with examples on efficient ways to make progress in English.

Room A216 Intended audience: **Teacher Trainer, Program Administrator, New to Field**

Friday, October 11, 2019 – 4:40 pm – 5:30 pm
Hallway outside rooms 110-113

Join the Ohio TESOL Board members on Friday afternoon, directly following the conference, for "The Gathering". At this event, enjoy the cash bar while socializing with Interest Section Representatives and others with similar professional interests. Make new friends and discuss the conference.

Sessions F: Saturday, October 12, 2019 – 8:30 am to 9:20 am

Session: F-1 **Featured Session: *Expanding Repertoires of Practice: Improving Informal Science Learning Experience for Preschool Dual Language Learners***

Presenter: **Leslie Moore, Ph.D., The Ohio State University**



Dr. Leslie C. Moore, Associate Professor of Teaching & Learning and Linguistics at The Ohio State University, is active in the fields of applied linguist and a linguistic anthropologist, with an interest in social and cultural patterns of learning, language development, and learning traditions amongst multilingual communities. She has conducted research in family, community, and formal and informal education settings in both Cameroon, Ohio, and the Netherlands. Her research has been funded by Fulbright, the National Science Foundation, the Ford Foundation, and the Spencer Foundation. Most recently, Leslie has partnered with COSI and other children’s museums around the country to study informal science learning programs and practices for preschool dual language learners, their families, their community organizations, and the early childhood professionals who serve them.

Session Description

Dr. Moore has three overarching goals: 1) to expand and deepen our understanding of diverse community practices of language use, teaching, and learning and how they vary across time and space; 2) to contribute to the empirical and theoretical bases on which formal and informal education may be made more effective for children learning in an additional language; and 3) to advance the practice of engaged second language research to expand our understanding of second language learning/teaching processes and narrow the gap between scientific research and direct benefit to community partners.

Room A114

Intended audience: **All**

Sessions F: Saturday, October 12, 2019 – 8:30 am to 9:20 am

Session: F-2 ***Visuals: They Aren't Just Pictures!***

Presenter: **Heidi Messbarger**, Hamilton County Educational Service Center

We know that "using visuals" is a great way to support ELs. However, the word "visual" doesn't just include pictures! Join us to learn about the different types of visuals and the best ways to use them.

Room A115 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: F-3 ***Parent Engagement: Everyone Has Something to Teach; Everyone Has Something to Learn***

Presenter: **Beverly Good**, All Ways Learning, LLC

Teachers instinctively know that parent engagement in schools supports higher student achievement, but they may be reluctant to reach out to the parents of English learners. Join this session to learn strategies to make your classroom a place where parents want to be.

Room A121 Intended audience: **Grades K-6, Grades 7-12**

Session: F-4 ***Collaboration and Teacher Professional Development: Special Focus on "Teacher Agency" in ESL/EFL Contexts***

Presenters: **Jingyi Zhu, Grace Kim and Zhenjie Weng**, The Ohio State University

This qualitative research synthesis explores ESL/EFL teachers' roles as legitimate and agentic actors. We offer pedagogical implications and suggest collaborations and communication among educational stakeholders in diverse contexts, such as considering practitioners' local contexts in teacher training.

Room A120 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: F-5 ***Effective Comprehension Strategies for English Learners in Secondary Language Arts Classrooms***

Presenters: **Michelle Lenarz**, Walsh University, Division of Education; **David Anderson**, Canton City Schools

This session explains effective comprehension strategies to grow English learners' understanding of complex text in secondary language arts classrooms. The presenters will model best practice comprehension strategies (GIST, read-pair-share, read aloud plus, text coding/annotations, gallery walk/story impressions, discussion webs, reciprocal teaching, DR-TA, QAR, and QtA) for English learners.

Room A211 Intended audience: **Grades 7-12, Higher Education,**

Sessions F: Saturday, October 12, 2019 – 8:30 am to 9:20 am

Session: F-6 ***Language Ideologies in an EFL Teacher Program***

Presenter: **Mario Martinez Garcia**, The Ohio State University

This small-scale study sought to unveil EFL teacher candidates and an instructor's language ideologies at a major university in Oaxaca, Mexico. Through classroom observations, interviews, and artifacts collection, participants shared their perspectives about learning English.

Room A125 Intended audience: **Higher Education, Teacher Trainers**

Session: F-7 ***Use of this/these in High- and Low-Rated L2 University Student Writing: A Corpus-Based Study***

Presenters: **Joseph J. Lee, Tetiana Tytko, and Ricky Larkin Jr.**, Ohio University

Using corpus-informed methods, this presentation reports findings of a comparative analysis of the use of (un)attended this/these in high- and low-rated L2 university student argumentative essays, followed by implications for L2 composition instruction.

Room A123 Intended audience: **Higher Education**

Session: F-8 ***Subtractive and Additive Bilingualism: How Language Status and Educational Policies Affect Outcomes***

Presenters: **Tara Gomez**, Southwestern City Schools; **Glenn Martinez**, The Ohio State University

This research analyzes data related to the recently adopted Seal of Biliteracy for graduating high school seniors in Ohio. We will examine how much this opportunity is available to current and former ELL students and share survey results from bilingual families residing in one district where it is offered.

Room A124 Intended audience: **Grades K-6, Grades 7-12, Higher Education**

Session: F-9 ***Evidence-Based Approaches to Content-Area Instruction for Adult Immigrants and Refugees***

Presenters: **Merideth Hoagland, Marcella Moorman, and Megan Peterson**, Cedarville University

Based on analysis of interview and observation data at a grant-funded adult education center, the presenters share approaches for supporting content-area development among adult students with interrupted formal education and low levels of alphabetic literacy.

Room A210 Intended audience: **Teacher Trainers, Program Administrators, Adult Education/Refugee/Immigrant Issues**

Sessions F: Saturday, October 12, 2019 – 8:30 am to 9:20 am

Session: F-10 *The Role of Digital literacy in the Life of a Second-Generation Myanmarese Refugee Child*

Presenter: **Hillary Libnoch**, The Ohio State University

Peter, a seven-year-old, second-generation refugee, uses technology on a regular basis for a variety of purposes. Through video games, YouTube, music, and television, he cultivates his language and literacy skills while at the same time forming his social identity.

Room A122 Intended audience: **Grades K-6, Adult Education, Refugee/Immigrant Issues**

Session: F-11 *Leveraging Technology for Parental Engagement & Promoting Early Literacy - Exhibitor Session*

Presenter: **Navneet Kalia**, alphaTUB

This thought-provoking talk will cover sharing successful real-world stories & videos drawn from various classrooms across the world demonstrating the effective, appropriate, and intentional use of technology for fostering parental engagement and promoting early literacy. More surprises in the session.

Room A212 Intended audience: **Grades K-6, Teacher Trainer, Program Administrator**

NEW

SEL
TEEN LITERACY LIBRARY

**TOPIC-BASED BOOKS
TO HELP TEENS
MASTER SOCIAL & EMOTIONAL SKILLS**

- ▶ **Reading Level:** 1.7 to 2.5
- ▶ **Grades:** Teen and YA
- ▶ **Lexile:** HL210L to HL290L
- ▶ **ISBN:** 9781680217308
- ▶ **WWW.SDLBACK.COM/SEL**

SADDLEBACK
EDUCATIONAL PUBLISHING
www.sdlback.com

The Largest Assortment of Hi-Lo Books™ Anywhere
888-SDL-BACK (888-735-2225) | contact@sdlback.com

f i t p

Sessions G: Saturday, October 12, 2019 – 9:30 am to 10:20 am

Session: G-1 *Primer on the Ohio Language Usage Survey (LUS)*

Presenters: **Donna Villareal, David Brauer and Paula Mahaley**, Ohio Department of Education

This session provides information and training on the administration of the LUS, the state's standardized process to identify potential English learners as part of providing equitable educational opportunities.

Room A114 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: G-2 *Bringing it Home: How to Engage Learners with a Meaningful, Hands-on Approach*

Presenters: **Rebecca Levitt and Sara Levitt**, SJL Educational Consultants

Check out this highly interactive workshop if you want to experience "HOMES" in action (hands-on, open-ended, meaningful, engaging, sensory-oriented). Our strategies will get your English Learners moving. Worms, safety cones, and a potential explosion make this training a "MUST SEE."

Room A211 Intended audience: **Grades K-6, New to Field**

Session: G-3 *Trauma's Effect on Risk Taking and Second Language Acquisition*

Presenters: **Maureen Sullivan**, South-Western City Schools; **Jesse Schroeder**, Family and Children First Council

This session is an introduction to how trauma can affect student learning and language development. When students take risks in language learning they often progress more quickly than those students who do not. How does trauma play into these learning factors?

Room A121 Intended audience: **Grades K-6, Grades 7-12, New to Field**

Session: G-4 *Strategies for Success: Co-Teaching Secondary Science*

Presenters: **Kimberly Thesing and Stephanie Matson**, Worthington City Schools

How do we make secondary science accessible for ELs in the inclusion setting? Presenters share strategies, activities, assignments, and assessments used in their co-taught physical science and biology classes to promote both content and language acquisition.

Room A210 Intended audience: **Grades 7-12**

Sessions G: Saturday, October 12, 2019 – 9:30 am to 10:20 am

Session: G-5 ***Effective Strategies for Content Teachers of English Learners***

Presenter: **Britni Barrino**, Dover City Schools

During this presentation, teachers will be able to learn about effective strategies for English Learners in the content classroom. There will be hands-on activities that can easily be adapted to any content. The activities are based on the Sheltered Instruction Observation Protocol (SIOP) framework.

Room A212 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: G-6 ***Teaching with Tiered Texts: Supporting Students' Academic Language, Literacy and Content Knowledge***

Presenter: **Lynn Smolen**, University of Akron

This session describes how to use tiered texts to support English learners' academic language, literacy and content knowledge. Tiered texts are three or more texts on the same topic that gradually increase in text complexity. Close reading will be demonstrated.

Room A115 Intended audience: **Grades 7-12, Teacher Trainers**

Session: G-7 ***College Writing Collaboration for International and Domestic Sections***

Presenter: **Mindy Uhrig**, Kent State University

This workshop will describe a collaboration between two university College Writing sections, one international and one domestic. Activities and outcomes will be outlined, as well as student and instructor perceptions and suggestions for starting such partnerships.

Room A122 Intended audience: **Higher Education**

Session: G-8 ***The Pedagogical Relationship between SLA Researchers and ESL Teachers***

Presenters: **Mehrnoush Karimi**, Kent State University; **Elham Nikbakht**, Texas A&M University

The current study conducted to explore the pedagogical relationship between SLA research studies and teaching among ESL instructors and researchers who are interested in pedagogical issues. This study will discuss obstacles and suggest some practical ways to bridge the gap between research and pedagogy.

Room A125 Intended audience: **Higher Education, New to Field, Teacher Trainers**

Sessions G: Saturday, October 12, 2019 – 9:30 am to 10:20 am

Session: G-9 *Teaching the TOEFL Online: Collaboration, Test Preparation, and Online Teaching*

Presenters: **Jennifer Wiebe** and **Mary Carroll**, University of Cincinnati

This interactive presentation will show the connections between ESL, TOEFL, test preparation, collaboration, and online teaching. The presenter will discuss ELs and online classes, and provide examples and practical tips and ideas to use when teaching online.

Room A120 Intended audience: **Higher Education, Program Administrators, Adult Education, Refugee/Immigrant Issues**

Session: G-10 *Social and Emotional Learning- a Professional Development Journey*

Presenters: **Teresa Troyer**, Dublin City Schools; **Derek Alvarado**, Greene County Learning Center; **Kathleen Murphy-Morales**, **Jane Landis**, and **Monica Meyer**, Dayton Public Schools

Using a grant, our team set out to employ the five components of SEL to improve English proficiency and English teaching pedagogy in rural Honduras and to then refine SEL-informed, content-based practices with our students in the U.S.

Room A123 Intended audience: **Grades K-6, Grades 7-12, Teacher Trainers**

Session: G-11 *Positive Innovation in the Classroom Made Easy- Exhibitor Session*

Presenter: **Nicole Graham**, English Central

What if innovation in the classroom involved the marriage of solid teaching principles with genuinely useful language, content and skills development for 21st century students? In this session we explore some great materials available from English Central that facilitate positive innovation.

Room A124 Intended audience: **Higher Education, Adult Education, Refugee/Immigrant Issues**

Sessions H: Saturday, October 12, 2019 – 10:30 am to 11:20 am

Session: H-1 ***Supporting Literacy through Family Engagement***

Presenters: **Sarah Buoni**, Ohio Department of Education; **Meredith Wellman**, The Ohio State University, Ohio Statewide Family Engagement Center

In this presentation, participants will learn about two family engagement strategies that are currently being implemented to support literacy in Ohio schools through a partnership between the Ohio Department of Education and The Ohio State University: Sit Together and Read (STAR) and Partnerships for Literacy (P4L).

Room A114 Intended audience: **Grades K-6, Grades 7-12, Program Administrators**

Session: H-2 ***Truths and Myths about Intercultural Competence and Communication***

Presenter: **Sharon Tjaden-Glass**, Sinclair Community College

Many TESOL professionals are unfamiliar with the field of intercultural communication. In this interactive session, the presenter will share key findings from the field of intercultural communication, including mindfulness and critical reflection, which can inform TESOL professionals' everyday practices.

Room A120 Intended audience: **Grades K-6, Grades 7-12, New to Field**

Session: H-3 ***Phonemic Awareness for Students Who Are ESOL; Taking Research into Practice***

Presenters: **Stephanie VanDyke**, Ohio Department of Education, State Support Team Region 3; **Rebecca Jones-Lucas**, Forest Hills Local Schools

This session targets explicit instruction in phonemic awareness with an emphasis on differentiation/multisensory approaches to meet the needs of all students, especially ESOL. It takes a research into classroom approach; showing videos of strategies that can be implemented immediately.

Room A121 Intended audience: **Grades K-6**

Session: H-4 ***Integrating Digital Games for English Language Learning: A Thematic Synthesis of Published Research***

Presenters: **Solbee Kim** and **Xinyue Lu**, The Ohio State University

This thematic synthesis explores how digital games, commercial-off-the-shelf games, in particular, are integrated into language learning and teaching among 34 empirical studies. Results indicate that digital gaming can foster multiple aspects of language learning in- and outside of classrooms.

Room A212 Intended audience: **Grades 7-12, Higher Education, Program Administrators**

Sessions H: Saturday, October 12, 2019 – 10:30 am to 11:20 am

Session: H-5 ***10 Ways to Use Facebook and WhatsApp in the Classroom***

Presenter: **Mika Timura, Aspire**

The presenter will demonstrate key features of Facebook and WhatsApp and give examples of activities that can be used to improve the four skills: listening, speaking, reading, and writing. Active participation is anticipated.

Room A122 Intended audience: **Grades 7-12, Higher Education, Adult Education, Refugee/Immigrant Issues**

Session: H-6 ***Effective Content Based Instruction Implementation***

Presenter: **Bethany Martens, The Ohio State University**

This presentation explores Content Based Instruction and examines the conditions necessary for optimizing content and language integrated instruction. It describes current pedagogical challenges, and delivers suggestions for improving both pre- service training and in-service Content Based Instruction professional development.

Room A211 Intended audience: **Grades 7-12, Teacher Trainers, Program Administrators**

Session: H-7 ***Teachers of English Learners and Their Conceptualization of Text in the 21st Century Classroom***

Presenter: **Elena Andrei, Cleveland State University**

The purpose of the study was to identify how teachers in a district with a growing number of English learners and a district-wide digital initiative conceptualize text. The participants will learn about multiliteracies and Kallus (2011) definition of text.

Room A123 Intended audience: **Teacher Trainers**

Session: H-8 ***Increasing Pronunciation Instructional Time with Microsoft's OneNote Class Notebook***

Presenter: **Pamela Everly, Wright State University LEAP Intensive English Program**

Pronunciation improvement requires time for input, output, and assessment. When Wright State's IEP created a 6-week pronunciation course, time was the biggest issue. This workshop shares many ideas for using Microsoft's OneNote Class Notebook to increase instructional and practice time.

Room A125 Intended audience: **Grades 7-12, Higher Education, Adult Education, Refugee/Immigrant Issues**

Sessions H: Saturday, October 12, 2019 – 10:30 am to 11:20 am

Session: H-9 ***Not a Six Minute Solution: Using Phrasing and Neurological Impress through Audiobooks to Improve Fluency***

Presenter: **Julie Stevens**, Forest Hills Local Schools

The Neurological Impress Method is an intervention for disfluent readers where a teacher and student read the same text simultaneously. Although research has shown benefits, this intervention can be time-consuming and arduous. We will discuss ways to make this more efficient and independent, while exposing ELs/reluctant readers to high interest audiobooks with more complex language structures.

Room A124 Intended audience: **Grades K-6, Grades 7-12**

Session: H-10 ***Working with Immigrant Students/Parents, and Language Access Rights and Responsibilities Under Title VI***

Presenter: **Lisa Splawinski**, Legal Aid Society of Cleveland

The presenter will review immigration-related issues that immigrant students and parents may be confronting on a daily basis. She will also review Title VI, offer tips for developing plans for Limited English Proficient (LEP) students (required for all entities that receive federal funds), and give advice on working with interpreters and translators.” There will be time for questions.

Room A210 Intended audience: **All**

Session: H-11 ***Co-Teacher, Co-Teacher, What Do You Do?***

Presenters: **Erin Redden, Tracey Blair, Jessica Ralston and Emily Williams**, Sycamore Community Schools

In this session, participants will engage with real-world co-teaching data, lesson plans, and teaching strategies to increase academic achievement of EL students in the co-taught classroom.

Room A115 Intended audience: **Grades K-6, New to Field**

Saturday, October 12, 2019 – 11:30 am to 12:00 pm
Ohio TESOL Annual Business Meeting
Book and Prize Giveaways
The winner of the iPad raffle will be announced.
Room A210

Special Workshops - Saturday, October 12, 2019 – 1:00 pm to 4:00 pm

Center of Science and Industry (COSI) and The Ohio State University



Workshop Title: Hands-On and Inquiry-Based Science with English Learners

Science education that is hands-on and inquiry-based can be highly effective with English learners of all ages. In this workshop, informal science educators from the Center of Science and Industry (COSI) partner with language education researchers from The Ohio State University (OSU) to lead an exploration of science teaching and learning through hands-on inquiry and how this approach can be (made to) be successful for English learners. The workshop begins with an overview of COSI's outreach programming and their new Diversity Initiative. This introduction is followed by description and discussion of COSI's continuum of teaching methods: exposition, discussion, demonstration, guided discovery, guided inquiry, and open inquiry. Workshop participants then experience hands-on learning by engaging with activities and materials provided by COSI. Following reflection on and discussion of these experiences, we consider the benefits and challenges of guided discovery, guided inquiry, and open inquiry for English learners and their teachers. What affordances does hands-on science have that can be leveraged to support English learners' language and science learning? How do we support English learners in learning activities in which the language, concepts, and strategies unfold out of emergent activity that is directed as much as possible by the students? We encourage participants with any level of science education experience to join us. Come ready to play!

Room A115

Ohio New African Immigrants Commission (NAIC)



New African Immigrants Commission

Workshop Title: English Learners in the Classroom and Community: Responding with Best Practices

According to the most recent and available census data, African immigrants call 69 of Ohio's 88 counties home. This means second-generation multicultural students are attending K -12 schools across the state, needing anything from trauma informed services to quality English courses, not to mention their parents and older siblings. This workshop of skills building and information by the New African Immigrants Commission will explore how teachers, administrators, and individuals interacting with African immigrant heritage students and parents can better connect with this underserved demographic. Participants will leave with tangible skills that empower their mission of ensuring that both high-performing and struggling learners succeed. The interactive workshop will enable participants understand the history and mandate of NAIC, evaluate their own organization's ability to address underlying needs of African immigrant heritage population, and acquire practical tools with which to connect with students and parents of African immigrant communities in order to empower families and communities. Highlights of the Commission's Inaugural report as well as information on the five committees of the NAIC [Legal, Educational & Cultural, Health, Social Services, and Workforce Development] and how to get involved will also be presented.

Room A120

US Together



Workshop Title: The Illustrated Path

Educators are also advocates. Every day educators find themselves advocating for their child and fighting to ensure the highest level of education. In order to advocate effectively for youth, knowledge is key. US Together will facilitate an interactive workshop focused on creating a more in depth understanding of the struggles that ELL families face on a daily basis. Step through the doors and into an immersion activity in which educators have to try to move their way through an activity entirely in a different language. Moving from a sympathetic understanding to a more empathetic understanding of what ELL families and students encounter, educators will then have the opportunity to learn more in depth the different immigration statuses such as immigrant, refugee, asylum seeker, aslyee, and understand the legal aspect of each. Central Ohio's refugee population and the process of refugee resettlement will also be included. Barriers will be addressed that ELL families face when accessing schools and in depth discussions will take place regarding the sharing of best practice when working with ELL students and families. In the end, you will hear from New American families who have themselves experienced the schooling systems and learn from them. Understanding the children that sit in our chairs means understanding where they came from. We can't wait for you to come and learn along with us!

Room A122

EL Cadre



Workshop Title: Celebrate, Embrace, Restore

“If you ever feel like you're just one person trying to change something, I promise there are hundreds, thousands, if not millions of people out there who feel the same way as you, who want to make a difference.” Saira O'Mallie

The EL Cadre, sponsored by the Ohio Education Association, invites you to celebrate excellence in education, embrace collaboration with colleagues, and restore your passion for advocacy. This group of phenomenal EL educators from across the state of Ohio is planning a workshop that you do not want to miss! We will update you on current advocacy efforts at the student, school, and legislative levels. YOU ARE NOT ALONE!!! We will discuss ways to support English Learners and the educators who serve them. You will have the opportunity to engage in four different break-out sessions that cover best practices as well as current challenges in the field. Strategies and resources for engaging English Learners, their families, and our communities will be distributed. We will learn from English Learners, Educators, and other EL Advocates. Finally, we will recognize some EL Advocacy Champions from across the state of Ohio! Participants will leave feeling invigorated and refreshed. Information regarding free professional development opportunities for EL teachers will also be distributed.

Room A125

Note: Online Evaluation Submissions and Certificates of Attendance

All evaluations will be submitted online again this year. Once you have completed your evaluation, you will receive a link to a certificate of attendance that may be used for CEUs. Please print the certificate for your records. Your evaluations will help the planning for next year's conference

To evaluate the sessions you attended, go to <https://tinyurl.com/otesol2019-session> or use the QR code:



To evaluate the overall conference, go to <https://tinyurl.com/otesol2019-overall> or use the QR code:



Consider nominating a fellow professional for an award at next year's Ohio TESOL Conference.

See www.ohiotesol.org for more information and nomination forms.

George Hertrich Service Award: This award is to acknowledge outstanding service to Ohio TESOL. This award recognizes contributions to the professionalism of our membership and dedication to furthering the ideals of Teaching English as a Second Language

Ohio TESOL Excellence in Teaching Award: This award is to honor an OHIO TESOL member who is considered by colleagues to be an excellent teacher.

Ohio TESOL Lifetime Achievement Award: This award is to honor an Ohio TESOL member who has made a significant contribution through research, publication, professional presentations, leadership, public service, or by assuming an active role in educational advocacy.

Advantages of Being a Member of Ohio TESOL

Did you know that a one-year membership in Ohio TESOL is included when you register for the Ohio TESOL Conference? Here are the advantages of being a member of Ohio TESOL:

- ❖ **Professional News:** The Ohio TESOL journal provides news and information about events, issues and concerns of ESOL professionals around the state. It includes items of interest from TESOL, and is published several times a year.
- ❖ **Networking Opportunities:** Network with other ESOL professionals who share your interests and concerns. Keep current with new ideas and techniques. Discover new materials. Participate in ListServ discussions.
- ❖ **Professional Growth Opportunities:** Be informed about state, regional and national conferences and conventions related to the field of ESOL. Attend the annual state conference. Participate in regional workshops.
- ❖ **Information about employment postings:** Learn about teaching position openings announced in the Ohio TESOL ListServ.
- ❖ **Professional recognition:** Take the opportunity to nominate a colleague or apply for a TESOL award. (See page 28 for information about Ohio TESOL Professional Awards.)
- ❖ **Information on meeting State and Federal Requirements:** Ohio TESOL maintains a close association with the Lau Resource Center at the Ohio Department of Education,. Keep up with current regulations. Maintain professional development standards through participation in the annual state conference and regional workshops.
- ❖ **Membership in Interest Sections that meet your need**
 - Adult and Immigrant/Refugee Education
 - Advocacy
 - PreK, Elementary and Secondary Education
 - Post Secondary and Higher Education
 - Research and Teacher Education
- ❖ **Opportunities to actively engage in your profession**
 - Advocacy activities
 - Professional development (workshops, conferences)
 - Presenting and/or volunteering at conferences

If you have questions, or know of colleagues who wish to join Ohio TESOL, contact **Sara J. Levitt** (saralevitt1@gmail.com), Ohio TESOL Membership Coordinator.

EXHIBITORS

Affordable Language Services

Contact

Nancy McMahon
Cy Zack

Email

nmcMahon@affordablelanguages.com
cy@affordablelanguages.com

Telephone

513-792-5031
513-618-0030

Affordable Language Services is a top Language Service Provider located in Cincinnati, OH. We provide on-site interpreting, telephonic and video remote interpreting solutions and translation services. We specialize in working with schools to provide affordable language solutions to help facilitate communication between your ELL students, their families and your staff. Let us help you bridge the gap of communication!

alphaTUB Corp

Contact

Gary Singh
Navneet Kalia

Email

gary.singh@alphatub.com
navneet.kalia@alphatub.com

Telephone

732-589-1007
732-589-1007

alphaTUB is loved by thousands of teachers and used in hundreds of Head Start classrooms. Winner of 2017 Edison Awards for Innovation in New York & Winner of 2018 Design Excellence Awards, in India, alphaTUB is the world's simplest & finest brain compatible alphabet learning tool. alphaTUB helps in building early literacy, reading readiness and enhancing language skills through expanding vocabulary. This innovatively designed alphabet pegboard allows for introducing newer words & personalized content powered by a mobile app with ability to monitor learning progress. Learn multiple languages with alphaTUB with no screen time. It promotes fine motor skills, creativity, brain development & cognitive skills. alphaTUB is recommended by leading academicians for promoting school readiness & educational equity.

Ashland University

Contact

Natalie Circione

Email

ncirinci@ashland.edu

Telephone

419-207-6925

In Ashland University's online TESOL Endorsement, you will gain the instructional knowledge, assessment skills and understanding to more effectively address the needs of English language learners in your classroom. Prepare yourself for the increasing cultural and linguistic diversity associated with teaching and learning in today's classrooms. You want opportunities to have a positive, lasting impact on the lives of immigrant and native-born children and youth. The 15-hour TESOL Endorsement program is designed to be completed in one year or less and can be added to any Ohio license.

Benchmark Education

Contact

Emily Rompage

Email

greenvalleycurriculumresources@gmail.com

Telephone

614-208-2015

Our award-winning print and digital solutions feature content-rich leveled texts in English and Spanish, explicit instruction in close reading and analysis, genre, and cross-text study, and a wide array of differentiated resources that enable educators to target literacy intervention. Our powerful supplemental and core programs give diverse learners precisely the support they need to accelerate achievement.

EXHIBITORS (continued)

Booksource

Contact

Cynthia Nagle

Email

cynthianagle4@gmail.com

Booksource, a family-owned, family-first company since 1974, partners with PreK-12 educators to provide all students with access to books that build literacy skills and inspire a lifelong love of reading. Whether you need books for one classroom or for an entire school district, Booksource can help. We partner with leading publishers to curate classroom libraries and book collections that engage students and offer free, personalized assistance to help educators easily select the best titles, place and manage orders and get the right books into the hands of every reader.

Cambridge University Press

Contact

Natalie Cornelison

Email

ncornelison@cambridge.org

Telephone

877-888-4079

Cambridge University Press has been at the forefront of language acquisition and teaching since 1534. Our mission is to unlock people's potential with the best learning and research solutions, and we extend our reputation for high quality to meet the needs of learners across the globe. Through continually improved content, experiences, and exceptional care, Cambridge University Press supports customers to help ensure success in the classroom.

Continental

Contact

Brad Ayers

Email

bayers@neohio.twcbc.com

Telephone

216-403-3740

Continental supplies educators with supplemental resources that help students develop academic language and proficiency in listening, speaking, reading and writing.

Data Recognition Corporation

Contact

Jon Weiss

Email

jweiss@datarecognitioncorp.com

Telephone

440-731-0288

Data Recognition Corporation provides a comprehensive family of solutions, called LAS Links, to help you easily identify and monitor the progress of English language learners-, from PreK-3 to 12th grade. Your early learners will benefit from the preLAS and the preLAS Observational Assessment. You can use the LAS Links suite of assessments for your annual accountability testing program and periodic assessment and placement. preLAS and LAS Links addresses all language assessment needs from gauging the abilities of new students and measuring their progress to lesson plans, instructional tools, and training materials to support and monitor student growth throughout the year.

EXHIBITORS (continued)

Ellevation

<u>Contact</u> Ellie McGrath	<u>Email</u> elliem@ellevationeducation.com	<u>Telephone</u> (978) 310-5204
--	---	---

Ellevation is a software company focused exclusively on ELL students and the educators who serve them. Our data management, compliance and instructional platform is used by over 700 school districts to streamline program management, enable effective collaboration among all stakeholders in a district, and to differentiate and improve instruction. Districts using Ellevation spend less time trying to satisfy compliance-heavy administrative requirements and more time focused on delivering the instruction students need to realize their highest aspirations.

English Central

<u>Contact</u> Nicole Graham	<u>Email</u> nicole@englishcentral.net	<u>Telephone</u> 1-800-518-4170
--	--	---

English Central proudly distributes innovative, award-winning ELT publishers that include Macmillan, Helbling English, Garnet Education, Express Publishing Delta Publishing, Seed Learning, Innova Press and Abax. With these mainstream and specialty publishers, English Central boasts a huge catalog with a wide selection that has a great option - or two! - for every English language learner, teacher and classroom.

Educational Service Center of Central Ohio

<u>Contact</u> Joseph Weitz	<u>Email</u> joseph.weitz@escoco.org	<u>Telephone</u> 614-753-4646
---------------------------------------	--	---

The ESC of Central Ohio serves students, educators, schools and partners through customized programs, services and professional development. Our English learner services and support include coordination, standards, reading, special education, cultural competence, federal Title III guidance and more.

ESL Supplies LLC

<u>Contact</u> Rebecca Schwartz Filip Schwartz	<u>Email</u> ESLsupplies600@gmail.com Schwartz.Fil@gmail.com	<u>Telephone</u> 517-525-7877 517-525-7877
---	---	---

Anchor Charts and Notebooks from ESL Supplies are great for classroom, push-in, pull-out, travelling teachers, tutors, and paraprofessionals. These charts will help you build phonemic awareness & decoding skills, teach vocabulary & word skills, develop reading strategies, explain grammar structures & usage, demonstrate writing formats, teach life skills, and present citizenship concepts. Literacy charts use essential vocabulary. Charts come in 8.5x11, 11x14, and 17x22, for a variety of teaching situations. Black and white downloads are also available. Shop at our online store www.ESLsupplies.com. Purchase Orders accepted. To save 20% use code: OHIO19.

EXHIBITORS (continued)

Ethiopian Tewahedo Social Services

Contact

LeRoy Boikai

Email

leroy.boikai@ethiotss.org

Telephone

614-407-0927

Grapeseed



Contact

Larry Krueger

Email

larry.krueger@grapeseed.com

Telephone

724.816.5105

GrapeSEED is a unique research based, teacher led oral language acquisition curriculum designed to help young children and newcomers acquire the English language faster, at a higher level and in a fun and engaging way using the Natural Approach. Used in 17 countries to help children learn English, GrapeSEED seamlessly integrates Vertical Phonics, the Functional-Notional Approach, a Controlled Vocabulary, Language Arts Skills that support the development of oral communication ability, and the opportunity for Repeated Exposure and Practice.

Imagine Learning

Contact

Amin Austin

Email

amin.austin@imaginelearning.com

Telephone

614-302-0750

Imagine Learning delivers award-winning language, literacy, and mathematics solutions for preK-12 students, revolutionizing the way kids learn. Students and teachers love Imagine Language & Literacy, Imagine Math, Imagine Math Facts, Blueprint, and Imagine Español because they are research- and evidence-based, data driven, instructionally differentiated, and incredibly fun to use. After more than a decade of growth and continuous improved student outcomes, Imagine Learning has established itself as a leader in the digital education arena. The Imagine Learning family is dedicated to changing lives and opening doors of opportunity for kids. To learn more about Imagine Learning visit www.imaginelearning.com.

National Geographic Learning/Cengage

Contact

Donna Livingstone

Email

donna.livingstone@cengage.com

Telephone

800-354-9706

National Geographic Learning, a part of Cengage, provides quality PreK-12, Academic, and Adult Education instructional solutions for reading, science, social studies, mathematics, world languages, ESL/ELD, Advanced, Honors, & Electives, Career and Technical Education, and Professional Development. See our new catalog at NGL.Cengage.com/catalogs

EXHIBITORS (continued)

Newsela

Contact

Jenna Persico
Jarrod Denson

Email

jenna.persico@newsela.com
jarrod.denson@newsela.com

Telephone

845-641-3157
845-641-3157

Newsela is an Instructional Content Platform that combines engaging, leveled content with integrated formative assessments and insights to supercharge engagement and learning in every subject. Students and teachers use Newsela to find digital content from hundreds of the best sources from National Geographic to NASA, Biography.com to Encyclopedia Britannica, and the Washington Post to the Wichita Eagle. Content is instructionalized to meet students where they are, with interactive tools and analytics to take them where they want to go. Newsela has become an essential solution for schools and districts, with a presence in over 90% of U.S. K-12 schools. Newsela is the content platform for the connected classroom.

Ohio Dominican University

Contact

Ryleigh Kirby

Email

kirbyr@ohiodominican.edu

Telephone

614-251-4793

Earn your MA in TESOL, TESOL Licensure, TESOL Endorsement or TESOL Certificate at Ohio Dominican University. ODU's flexible online and evening programs equip TESOL professionals with the skills and competencies needed to be a caring teacher who is able to meet the needs of all students, regardless of their cultural or linguistic background. Our program balances theory and practice, so you'll be prepared to study, conduct and share unique research into teaching and learning English.

Ohio University

Contact

Dawn Bikowski
Gaby Castaneda-Gleason
Lisa Weyand

Email

bikowski@ohio.edu
fishera@ohio.edu
weyandl@ohio.edu

Telephone

740-593-0201
740-593-4530
740-593-4530

Ohio University now offers an online TESOL Endorsement. All PreK-12 Ohio licensed teachers are invited to apply. There are 4 courses in the Endorsement, equaling 14 credit hours. All courses can be taken in one summer or throughout the year. Candidates completing this Endorsement also earn the TEFL Certificate. Find out more information here: <https://www.ohio.edu/cas/linguistics/graduate/tesol-endorsement.cfm>. Ohio University also offers an MA in Applied Linguistics. With the MA, you can earn the TESOL Endorsement if already a licensed teacher, teach in higher education, or teach internationally. Learn more here: <https://www.ohio.edu/cas/linguistics/graduate/ma.cfm>. Contact Dr. Dawn Bikowski with questions.

EXHIBITORS (continued)

Otterbein University

Contact

Keisha Jordan

Email

jordan4@otterbein.edu

Telephone

614-823-1326

Otterbein's graduate programs in education are small by design, forward-thinking, and practical. Our class sizes are small and instructors build professional relationships with students and create supportive learning environments. Otterbein offers several graduate education programs including Master of Arts in Education, Master of Arts in Teaching, Non-Degree Teacher Licensure, Post-Baccalaureate initial licensure, and professional development. Visit us to see all we have to offer! Otterbein.edu

Pearson

Contact

Sarah Baker
Lisa Espinosa

Email

sarah.baker@pearson.com
isa.espinosa@pearson.com

Telephone

201-232-7268
201-232-7268

Pearson US Learning Services is a leading pre K-12 learning company with expertise in print and digital educational curriculum and professional services. Our educational solutions are powered by innovative technology to advance learning and teaching results across North America. We believe that learning builds opportunities to create fulfilling careers and better lives. For more information about our learning solutions, stop by our table or visit PearsonSchool.com.

psi

Contact

Karen Claas

Email

karenclaas@psi-solutions.org

Telephone

330-424-8474 ext. 251

psi is the trusted provider of high-quality educational and health services to more than 500 schools across Ohio. Our English Language Learners (ELL) program includes ELL/TESOL instructors, programs and consultation, both traditional and online. We provide cost-effective, customized programs to help schools assist second language students with the challenges of becoming proficient English Learners. psi's ELL Services include professional and affordable programming, highly-trained ELL staff, classroom teacher collaboration for effective lesson planning, coordinated student learning objectives, staff workshops and English language assessments. Stop by our booth to learn more, visit us at www.psi-solutions.org.

Saddleback Educational

Contact

Tim McHugh

Email

tmchugh@sdlback.com

Telephone

714-640-5233

Saddleback is the leader in high interest, low reading level (Hi-Lo) curriculum solutions and quality books for ELL students grades 4-12. We have the largest assortment of hi-lo fiction and nonfiction worldwide. Saddleback strives to engage each reader with age-respectful content at accessible reading levels in a variety of formats to ensure success.

EXHIBITORS (continued)

SJL Educational Consultants

Contact

Sara Levitt

Email

sjledcon@gmail.com

Telephone

614-403-8541

At SJL Educational Consultants we believe the best way to support diverse learners is by coaching and mentoring the educators who work with them using research-based, best practices. We offer custom professional development, coaching, and curriculum design for educators and administrators. We assist in creating engaging learning environments that respect and honor culture. We believe that language learning and mastery of content occurs when students are immersed in language-rich, authentic, situations. Areas of specialization include: English Learners, Differentiation, K-12, Early Childhood, Cooperative Learning, Sheltered Instruction, Assessment, and more. Check out our website: www.sjleducationalconsultants.com for more information.

Sundance/Newbridge

Contact

Steve Rossa

Email

stever.nsb@gmail.com

Telephone

216-287-0807

Sundance/Newbridge Publications offers a wide selection of print and digital leveled readers for K-students. Our materials are very engaging and integrate literacy skills into all areas of the curriculum including ESL.

EXHIBITORS (continued)

The Silverlady II

Contact

Barbara Schulman

Email

bschulman@gmail.com

Telephone

513-543-1241

Enormous Private Collection of Jewelry Imported from Mexico, Thailand and Bali, sold at wholesale prices!

Townsend Press

Contact

George Henry

Email

george.henry@townsendpress.com

Telephone

888-752-6410

Townsend Press and TESOL. An unbeatable combination. www.townsendpress.com.

EXHIBITORS (continued)

Two Can Tech LLC

Contact

Maureen Newell
Christine Kovach

Email

maureen@twocantech.com
christine@twocantech.com

Telephone

330-552-8003
330-552-8003

Founded by educators, Two Can Tech LLC is committed to providing affordable quality products and services to educators and therapists which facilitate the creation of optimal learning environments for all students/clients to thrive. We offer a suite of quality easy-to-use products that assist administrators, counselors, teachers and therapists with data collection and analysis along with those which allow them to efficiently and effectively complete many of their administrative reporting tasks.

U.S. Department of State English Language Programs

Contact

Anne Caroline Nabors

Email

outreach@elprograms.org

Telephone

202-687-6044

Learn how you can enhance English language teaching capacity abroad through 10-month paid teaching fellowships designed by U.S. Embassies for experienced U.S. TESOL professionals. As an English Language Fellow, you can provide English language instruction, conduct teacher training, and develop resources. Join us to hear from program staff and alumni.

Village Improvement Project, Inc.

Contact

Phillip Martin

Email

phillip.martin.art@gmail.com

Telephone

740-531-2507

Phillip was a Peace Corps Volunteer in Zwedru, Liberia, from 1988 - 1989. He is an artist, and after his days in the Peace Corps, he taught art at international schools in the Philippines, Zambia, and Belgium. The travel bug, as well as, the Peace Corps spirit, never left him. These days, Phillip is known as The Mural Man, painting community murals in both his local community and at distant walls around the world. So far, he has painted 57 murals in 25 countries. The most unique aspect of his work is not the beautifully crafted mural upon completion. It is the magic of bringing a community together to design, paint and then own a mural. Phillip is the author of the book 'Once Upon West Africa: A Collection of Liberian Folktales' that is on sale at the 2019 Ohio TESOL Conference.

Vocalink Global

Contact

Lisa Stokesbury

Email

lisas@vocalinkglobal.com

Telephone

937-401-1471

Vocalink Global helps schools and educators to improve the multi-lingual communications that need to happen to enhance the student and parent journey. We provide a suite of services allowing you access to many options to meet the student and parent's language needs. We are the preferred language services provider for the State of Ohio.

EXHIBITORS (continued)

Voces Digital

Contact

Charles Verhey

Email

chuckv@vocesdigital.com

Telephone

1-800-848-256

Created For Teachers, By Teachers, Voces Digital is a web-based online resource designed to be an affordable, intuitive, and interactive experience for World Language educators and their students. Currently, Voces offers curricula for three languages: French, Spanish, and ESL. These titles are packed with videos, audio, activities, authentic materials, panoramas, and more. What's better is that everything is customizable, so you can create the curriculum you want and your students need. With Voces, you will enjoy tools and features like audio, recording, rubrics, interactive activities, and vocabulary-based games. Works on any device, including iPads, Chromebooks, and smartphones.

Ohio TESOL would like to thank all the sponsors, exhibitors and advertisers for this year's conference. Your support makes our programming possible.

Special thanks to our sponsors this year:

