

SLPS TESOL ExceLLence

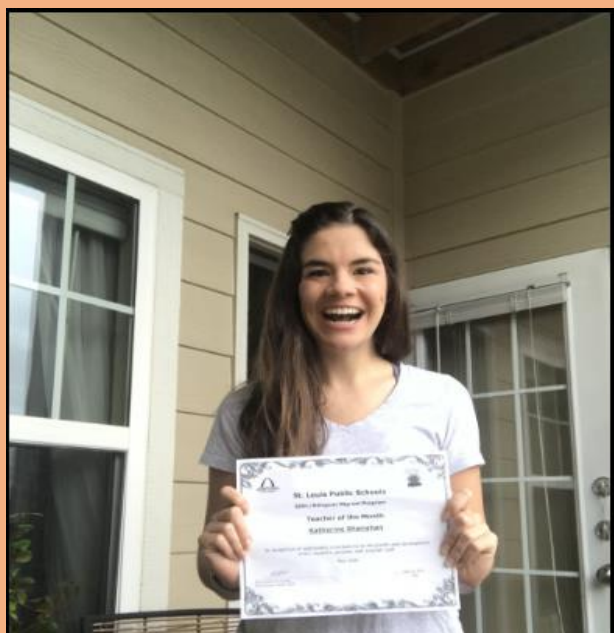
Issue 9

May, 2020

Teacher of the Month

Katherine (Morris) Shanahan, Mason ESOL teacher

Mrs. Shanahan has worked tirelessly to reach out to ELL students at Mason, and assisted the students and families with their individual needs to complete school assignments in different content areas.



INSIDE THIS ISSUE

1. TEACHERS OF THE MONTH/ HONORABLE MENTIONS/ LET'S TALK HIGHLIGHTS
2. LANGUAGE ACCESS UPDATES/ FAREWELL TO COWORKERS/SLPS FOUNDATION ALL STAR WINNERS
3. ESOL MOBILE PANTRY/ ESOL STUDENT RECOGNITION AWARDS/STUDENT POETRY/A STRATEGY FOR GIVING FEEDBACK TO ELLS
4. SEAL OF BILITERACY/END OF THE YEAR FUN FOR MS ELS
- 5-8. VOICES FROM THE FIELD
9. TESOL CALL FOR PD PROPOSALS

Honorable Mentions for the Month

Kathryn Berger, Gateway STEM ESOL teacher, for student supports

Svetla Mechkova, Mann ESOL teacher, for student, parent and staff supports

Connie Berry, Mann ESOL teacher, for student, parent and staff supports

Olga Fernandez-Gonzalez, Mason ESOL teacher, for student and parent supports

Caroline Lammert, NCNAA teacher, for student supports

Meredith Vesoulis, Woodward ESOL teacher, for student and parent supports

Lisa Rigg, Mann ESOL teacher, for student and parent supports

Shequita Weaver, NCNAA teacher, for student and parent supports

Shadae Bartley, NCNAA teacher, for student and parent support



Let's Talk! Contact Us!

An anonymous SLPS employee left feedback on Let's Talk. The title of their feedback was **Very Impressed.**

"I want to give a shout out to the ESOL team. The teachers are doing an excellent job collaborating with the teachers and supporting the students."

Language Access Updates

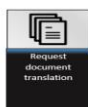
Submitted by Ms. Rhodes, Language Access Team

As this school year is coming to a close, please remember that the following ESOL language access services are available to assist you in communicating with your ELL families: **interpreting for a meeting** (through a 3-way call or Zoom), **recording Robocalls in multiple languages, translated documents and personalized phone calls (and sight translation) in various languages and emergency calls assistance.** For more info, here is the link to the ESOL Language Access services: <https://www.slps.org/Page/27448>.

Below are the two newest addition of translated documents that are currently available to district families and staff:

- **SLPS Virtual Learning Plan:**
<https://www.slps.org/keeponlearning>
- **Class of 2020 Senior Closing Bulletin:**
<https://www.slps.org/Domain/13853>

Please continue to reach out directly to the interpreter you need for the languages offered through the ESOL languages access team using the following link <https://www.slps.org/Page/42009>. For other languages not offered through the language access team, principals in the ESOL center schools received a site-specific code for telephonic interpretation. SLPS staff in non-centers can contact Fatima Rhodes for assistance in languages not offered through the district language access.



SLPS Foundation All Star Winners

Submitted by Amanda Wiesner-Groff,
ESOL Coordinator

We would like to send congratulations to the following ESOL Program team members for their nominations and recognition as SLPS All Stars for the weeks of April 20th and May 4th. Each Friday, the SLPS Foundation will recognize innovative district team members committed to supporting SLPS students, families, and staff.

Winners:

Julia McDonnell (Dewey Elementary)
Amanda Wiesner-Groff (ESOL Office)
Jennifer Wallace (Long International MS)
Nicole Misra (Soldan International HS)
Lisa Rigg (Mann Elementary)
Amy McLean (Woerner Elementary)
Dr. Kate Welborn (Woodward Elementary)

Honorable Mentions:

Diana Marin (ESOL Office)

To see a complete list of current district winners, and to submit a nomination, click the following link
<https://slpsfoundation.org/news/slps-foundation-all-stars-honoring-slps-shining-stars/>

Please note, nominations will open each week on Fridays and close the following Wednesday at 12pm.



**ST. LOUIS PUBLIC SCHOOLS
FOUNDATION**
CHILDREN. SCHOOLS. ACHIEVEMENT.

We wish you the best of luck in all
your future endeavors!

Katherine (Morris) Shanahan, ESOL teacher
Anna Kasukonis, ESOL teacher
Elizabeth Johnson, ESOL teacher
Melissa Ransom, ESOL teacher
Jill Morey, ESOL teacher



End of the Year Activities

May 20- ESOL Reclassification Documentation is due
May 21- ESOL Monitoring files' updates are due (4th quarter)
May 21- Zoom End of the Year Celebration (more info is forthcoming)

The ESOL Mobile Pantry Team Updates

Submitted by Dr. Gonzalez Del Castillo,
ESOL Program Director

On April 28, the ESOL Team along with the Students in Transition Team received a donation of over 300 hygiene kits from Girls in the Know. The kits also included a note in multiple languages wishing families to stay healthy and well. The ESOL mobile pantry team lead by Diana Marin included these kits in our "porch deliveries".



Shared by Mrs. Pozzo, ESOL Teacher at Woerner

We Stand By Each Other

By Elishiva Magar, 4th grader at Woerner Elementary

A new disease that scientists has discovered.

We are lost at hope for its cure has not been uncovered.

Though we stand by each other with pride.

We hope for a better future with the disease aside.

We honor those who had fought the disease.

For we will once rise again with a successful breeze.

For now, we must stay at home hoping that this will be over soon.

We are like caterpillars waiting to get out of our cocoon.

I hope you like this for that I tried my best, have a great morning, night, and afternoon.



SLPS Art Contest Winner

Submitted by Ms. McDonnell, ESOL Teacher
at Dewey

Sanjaya Gurung, an ESOL student at Dewey International Studies Schools, has won first place in the SLPS Art Contest for Elementary. The awards ceremony took place at the St. Louis Zoo.



A Strategy for Giving Corrective Feedback to ELLs

Shared by Mrs. Okanovic, ESOL Coordinator

Retrieved May.05, 2020 from

<https://www.edutopia.org/article/strategy-giving-corrective-feedback-ells>

Using sentence frames and explicit feedback thoughtfully can provide the right balance of structure and scaffolding for English language learners.

To learn more [click here](#).

Seal of Biliteracy Awards

Submitted by Erna Kadic, ESOL Counselor

St. Louis Public Schools adopted the Seal of Biliteracy in July 2018, giving the district an opportunity to recognize students who meet the policy's rigorous criteria. During these unprecedented times, we would like to recognize three students from the St. Louis Public School District that have met these requirements:

- 1 Central VPA student has earned the Seal after meeting all Vietnamese portfolio components,
- 1 student from CSMB has met the Seal of Biliteracy portfolio requirements in Albanian, and
- 1 student from CSMB earned the Distinguished Seal in Jamaican Patois.

Congratulations to these students as the Seal of Biliteracy award recognizes proficiency in English and at least one other world's language! This Seal of Biliteracy credential is found on the recipients' transcripts.

Furthermore, as we are closely following the CDC guidelines, additional applicants are waiting to take the Seal of Biliteracy test. We will post an update on additional Seal of Biliteracy award recipients once they are able to take the assessment and confirm their eligibility for the award.



End of the Year Fun for Middle School ELs

Submitted by Ms. Brookman, ESOL Coordinator

Project based learning and a virtual field trip makes the end of the school year fun for middle school English Language Learners. ESOL teachers at the middle school centers, wanted their students to finish this season of on-line learning with experiences they would look back on with enjoyment.

For their last co-taught class of the year, Busch Middle School of Character teachers, Abigale Cook (ESOL) and Stephanie Pfaff (ELA) In our co-taught ELA class, decided to do a virtual field trip as the last assignment. "We wanted to do something more

engaging, incorporate choice, and show students that there is so much rich content online to explore," explained Cook. They also wanted a fun opportunity where ELs could participate fully in the learning project.

Students were assigned to visit 8 National Parks through specified websites and were provided a note-taker graphic so they could capture interesting facts about each one during their trip. They were also asked to complete a project from a choice board such as writing a paragraph, recording a video, making a brochure, creating a Power Point, or designing their own park. They also had the option to propose their own project.

For each project, students were provided guidelines, examples, and supports. They also had access to Teams support meetings to talk with the teachers about the project, get technical help, or get their questions answered. "Now that we've done this virtually, I would definitely do this again in the physical classroom. This would be a great addition to any unit as a way to build background on a particular geographic region or culture, or as a way to deepen scientific knowledge," says Cook. She also points out that ELs, like all students, really take ownership when they have choice. They are able to choose something that they are good at or that they enjoy, and they synthesize language skills along the way.

The ESOL Beginners Class teaching team also wanted to end the school year with a different type of assignment than what the ELs at their centers had been doing during the virtual learning time. Providing a way for students to create their own Time Capsule of the school year allowed the language learning to continue but allowed the students to drive the results. The unit is introduced to the students through videos and background reading on what a time capsule is and when they have been used in the past. Activities within the project include designing their ideal school, going on a scavenger hunt in their homes for realia they would place in their capsules, and writing a letter to their future selves.

"I am excited to learn more about my students' thoughts about this school year since it has been so unusual. I can't wait to read about what they will remember and how they felt during the virtual learning," says Jennifer Wallace of Long International Middle School." Other teachers explained that the writing for this unit is strongly supported with word banks, sentence stems, writing templates, and thought maps, so they expect the students will be able to express their feelings and talk about their future goals. Barbara Doerfler, of Compton Drew, views this last project as a window to future on-line teaching opportunities. "With all the online learning we have had to adjust to, I'm curious to know if some component of the online platform would be a desired element in their ideal school setting, or if they would omit it entirely."

VOICES FROM THE FIELD



The ELL Support Toolkit was handy in adding to assignments as support. Thank you!
Dr. Stromsdorfer

Theresa really has done so much to help us all with Teams.

Ms. Natwick

My ESOL colleagues have been very, very communicative, organized, and supportive throughout this and I am very fortunate to be working with them.

Mrs. Dickerson

All the assistance that was offered and given by ESOL colleagues, especially by Amanda, who tirelessly helped me jump the virtual-teaching hurdle. I must also mention the dedication one of my 10th graders in Fr. Lit. demonstrated by telling me not to worry about him doing the assignments. He promised he would do them...and he did.

Dr. Stromsdorfer

Shout out to Baruaqua, Delina, Aleks, Alireza, Hani, Maryori, Daisy, Gaurab, and James for joining our virtual reading sessions! Also, to Ms. Wiesner-Groff, Mr. Suliman, and Ms. Franklin for their support.
Mrs. Berger

I plan to use more technology in class such as TEAMS and academic emailing so that if schools ever close again, my students will know what to do to access and submit my assignments.
Dr. Jones

Kudos to Ms. Berger for making such great efforts to have reading sessions with students on Teams. She has been so persistent in reaching out to students and encouraging them to read, especially with her read-along sessions for Alice in Wonderland and the Hunger Games. Way to go, Ms. Berger!
-Mr. Johnston

Resources/tools I just learned about today and am going to add to my list for next year are a combination of Office Lens, Notebook, and Immersion Reader. Parents and colleagues need to know how these work because Immersion Reader can have unfamiliar words read to students, as well as reading highlighted short passages/chunks to students and many more.
Dr. Jones

Virtual learning has given me the opportunity to build relationships with more of my students and parents. I have students that are requesting my assistance and support that didn't really interact with me as much in the regular classroom. Parents are also contacting me for assistance and are grateful for my help. I have learned about and continue to learn of new platforms and educational websites for students because of virtual learning.

Mrs. Bergmann

I am excited about improving my technology skills during this time of online learning. I am happy that I have strong relationships with my co-teachers at Mann because it has enabled us to continue to plan and provide supports for our students. I feel very fortunate to be a part of our amazing and talented elementary ESOL teachers' group! I really enjoy our ESOL elementary meetings and feel like this has given me the opportunity to get to know our district ESOL teachers better.

Mrs. Berry

I look forward to returning to school next year, so much more capable in the area of technology. I am learning so many things that I can't wait to bring into the regular classroom.

Mrs. Rigg

Although we don't have physical proximity to our students during this time, I feel that I have become much closer to their families through our daily phone conversations, texts, and class calls. We've shared frustration, laughter, and delight in tracking down passwords, connecting devices, and figuring out how to join meetings, and I know we've all become more confident in communicating with each other across language barriers. When we do get back to school, I hope to build on these deep relationships not only with my students but with their families.

M. Vesoulis

I always knew that nothing could replace the teaching/learning dynamic that happens in a classroom. This experience highlighted that for me.

Ms. Treadway

...Teaching through TEAMS has been quite a learning experience for me. It's been so worthwhile for our kids! Thank you to all of my colleagues for being so supportive and for being willing to figure things out TOGETHER!

Mrs. Cancila

Quizizz can be a fun and engaging way to practice and review material.

Ms. Berger

Flipgrid would be really helpful, also I wouldn't mind teaching people how to use Zoom to record lessons.

Mrs. Natwick

During this unexpected halt to the face-to-face teaching and learning process due to the COVID-19 pandemic, I've got to give my glow and hats-off to our high school coordinator, Amanda Wiesner-Groff! She has sat at every one of our group or individual Zoom meetings. She availed herself whether the meeting was impromptu or not...we were in this together! This made me stretch myself, avail myself more to my students, and give them hope. A hurdle I have overcome is not knowing what to do if a document was too large and could not be saved as a resource in TEAMS. Through her, I have learned how to compress a document, attach it to TEAMS, insert audio from my computer in Power Point and share all this information with my students through a Zoom video.

Dr. Jones

I am impressed with the Nearpod lessons that Woerner teachers have been posting. I am definitely going to start looking into Nearpod. The students are really loving the ESOL Choice Boards. I have been posting on the Class Dojo pages as well as my page so all students have been doing the activities, not only ELL. The parents are very appreciative because sometimes they just need a little more for their kids to do and this is perfect for that.

Mrs. Phelps

...Two others I just learned about are some tools in YouTube for providing support to ELLs and Wakelet, a website for curating a variety of resources to share with students. I knew that on YouTube, you could use closed captions and could also slow down the speed of playback, both of which are helpful for ELLs. The new one I just learned about is that you can open a transcript of the YouTube videos. I want to make sure that my students know how to use these tools along with other commonly available tools like Immersive Reader to help them with online resources. Wakelet is just an attractive way to organize and curate a number of different resources into one package so that I can share one web link instead of a long list of links. I'm just starting to use it and I expect that I'll be using it more next year.

Mr. Johnston

The first challenge for me was how to teach students with limited English to use the required learning platforms since they were all using different types of technology, like laptops, l-pads, MacBooks, l-phones, or Androids. Since I wasn't there physically, I made phone calls, did video chats, shared my screen, made instructional videos and narrated PowerPoints, and answered lots of emails! A whole different way of teaching.

Ms. Strand

It has been such a blessing to collaborate with the other middle school ESOL teacher. I am the only ESOL teacher in my building. It can often make me feel alone in instruction and without collaboration. Having the opportunity to virtually plan lessons with other ESOL teachers has been a priceless experience for me.

Ms. Bateman

It made it so much less stressful with each of us having a specific part to be responsible for and have everyone working together.

Dr. Gibbs

I have learned that you have to be very creative in order to reach your ELs.

Mrs. Doerfler

Shifting to teaching in a virtual environment is a new and different experience for both of us teachers and ELLs. It comes with wonders and challenges. Wonders about how to effectively implement our teaching so that all students benefit from it. The challenges are like the ones we have never faced before. For example, many of our ELLs are awaiting and relying on our school district to provide them with technology and internet. In addition, moms and dads may not be able to help at home because they do not speak English, they may struggle with the new routine, be anxious about the change, or simply there may be distractions at home. So just as every teacher, I have open office hours and I am doing my best to reach all the ELLs and parents I work with, so that we pace ahead together in this new endeavor.

S. Mechkova

TESOL 2021 Call for Proposals

[Home](#) > [Attend & Learn](#) > [International Convention](#) > TESOL 2021 Call for Proposals



TESOL 2021 International Convention & English Language Expo 23–26 March 2021 Houston, Texas, USA

The annual TESOL convention offers English language teaching professionals and scholars from around the globe the premier opportunity for professional development. Educators and scholars from more than 100 countries exchange ideas and practices, explore a wide range of topics and current trends, expand their professional networks, engage in mentoring on research and other projects, review the latest professional publications and resources, and learn about advocacy efforts in their community and around the world.

Come Inspired. Leave Empowered!

Join the international TESOL community in Houston, Texas, USA, and experience what makes this association unique. Engage in dialogue with present and future practitioners, administrators, researchers, and advocacy leaders about language education and policy as you enrich your knowledge, networks, and professional experience.

For your convenience, on [the online submission site](#), you can

Note that this is a new submission system. All first time users must create new login information before submitting applications or proposals.

Ready to Submit Your Proposal? Let's Get Started!

If you are an English language teaching professional or scholar or in a related field or content area, you are invited to submit a proposal for the TESOL 2021!

You can submit your proposal now at [the online proposal submission site](#). The proposal deadline is 10 June 2020 at 5 pm U.S. eastern time. To find the deadline in your time zone, please use the [time zone converter](#). A [simpler converter](#) is also available.

We have a new proposal submission process this year, so please read the following information carefully. All proposals must be submitted via the online proposal submission system. If you have any questions, please contact [TESOL Conference Services](#).