English Learners: Educating the Whole Child

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

Kennesaw State University Center
3333 Busbee Drive, Kennesaw, GA 30144

February 5 and February 6 – Elementary School Focus
February 7 – Middle and High School Focus

Program printing sponsored by
Dear Colleagues,

Welcome to Kennesaw State University and the 18th Annual ESOL Conference! We are excited to host teachers from across Georgia to collectively focus on an important demographic group in our state—English learners. The theme for this year's conference is *English Learners: Educating the Whole Child*. We are honored to have you here on our campus and as a member of an important learning community that will be enhanced by the topics and conversations.

This year’s planning committee developed an excellent program that should meet the needs of all conference attendees. Each of the three days offers an outstanding keynote speaker who will offer personal insights and experiences guaranteed to influence your thinking about English learners and how to educate the whole child. There will also be a variety of sessions to facilitate your professional learning and ability to ensure English learners’ needs are addressed in the classroom and beyond. Session strands follow GaDOE’s four educating the whole child resource strands and focus on how we might better support well-being, learning conditions, connectedness, and developing potential. I encourage you to select sessions within or across strands—all of them will be excellent!

We at Kennesaw State University are grateful for our partnership with the Georgia Department of Education Title III-ESOL Department. This partnership allows us to co-sponsor the state’s largest and most impactful ESOL conference. And, because of the continued and extensive support from school districts throughout the state, we are able to offer you, the committed educators who provide engaging and meaningful learning experiences to English learners on a daily basis, a forum for exhilarating learning and collaboration with your peers from throughout Georgia.

I offer my best wishes to you for a fulfilling conference that will nurture you personally and professionally. Take time to engage in conversations with other conference attendees and learn from each other as well as from the presenters and speakers. Thank you for your hard work on behalf of our English learners in Georgia. Enjoy the conference!

With appreciation,

Cynthia J. Reed, Ed.D.
Dean and Professor
Bagwell College of Education
Kennesaw State University
Dear Colleagues,

On behalf of the Georgia Department of Education, I am thrilled to welcome you to the 2019 Kennesaw State University ESOL Conference! Now in its eighteenth year, your attendance is proof that this event is a worthwhile place to be for ESOL professionals working to meet the needs of Georgia’s growing English learner student population.

This year’s theme, “English Learners: Educating the Whole Child” is connected to the Georgia Department of Education’s (GaDOE) System of Continuous Improvement framework where the agency has developed a common, continuous improvement framework to ensure that the efforts across all the agency’s departments, divisions, and programs are aligned to support the work that you do. In addition, the conference strands, focus on the connectedness and well-being that is necessary to access the full potential of our English learner students.

We hope you will become engaged as active participants at this conference with the keynote speakers, the workshop presentations, the exhibits, and your colleagues. Please take a moment to share your wonderful experiences while you are here at the conference via social media and when you return home. Be on the lookout for these opportunities! Your thoughts and ideas are very important to our continued success.

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

Once again, on behalf of the Georgia Department of Education ESOL & Title III, Part A Language Programs, thank you for being here and for all you do for our English learner students.

Sincerely,

Dr. Jacqueline C. Ellis, NBCT
ESOL Program Specialist
ESOL & Title III, Part A Language Programs
Georgia Department of Education

Dr. Meg Baker, Manager Title III, Part A & ESOL Language Programs
Dr. Adria Griffin, Title III, Part A Program Specialist (North GA)
Ms. Dely Roberts, Title III, Part A Program Specialist (Middle GA)
Ms. Tammie Smith, Title III, Part A Program Specialist (South GA)
# Table of Contents

Kennesaw State University  
18\textsuperscript{th} Annual ESOL Conference

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

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

Conference Overview.................................................................. 9

General Information....................................................................10

Sponsorship Partners..................................................................11

Schedule Planner.........................................................................12

Presentation Types.......................................................................13

Session Workshops.....................................................................14-44

Map of KSU Center......................................................................45

Exhibitor List & Location............................................................46
The 18th Annual ESOL Conference was planned and coordinated with a dynamic team of educators and partners from Kennesaw State University and the surrounding school districts and the community. Within the university, TESOL Program faculty in the Department of Inclusive education have been pleased to support the work of KSU’s Clinical Experiences, Placements & Partnerships (CEPP) to provide a quality professional learning experience focused on working with Georgia’s culturally and linguistically diverse students.

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

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

Margaret Baker, GaDOE/Manager Title III ESOL Language Program
Barbara Beaverson, Fulton County Schools
Paula Camp, Bartow County Schools
Jayoung Choi, Kennesaw State University
Jacqueline Ellis, GaDOE/Title III/ESOL
James Gambrell, Kennesaw State University
Adria Griffin, GaDOE/Title III/ESOL
Karen Kuhel, Kennesaw State University
Connie Lane, Kennesaw State University
Margaret McKenzie, Atlanta City Schools
Maria Montalvo, Kennesaw State University
Amanda Richey, Kennesaw State University
Torrie Voss, Fulton County Schools
Elizabeth Webb, Gwinnett County Schools
Nihal Khote, Kennesaw State University

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

Finally, a conference this size requires year-round work by CEPP staff members, led by conference coordinator, Ms. Donna Fitzgerald and the amazing CEPP staff – Ms. Kawonza Jones-Wilson, Arlean Paige, Michelle Davidson and Wakeeta Rosser – have been crucial in planning key features of this conference. Warm congratulations and heartfelt thanks for their efforts on behalf of Georgia’s ESOL students and their teachers!

Have a wonderful conference experience!
**Proudly presents our**

**KEYNOTE SPEAKERS**
**FEBRUARY 5, 2019**

Nikki Hill &
Alegra Goulbourne

**Niki Hill** serves as the Lead ESOL teacher at Simonton Elementary in Lawrenceville, Ga. For the last six years, she has partnered with the University of Georgia in its watershed research on instructional conversations. The findings revealed that this pedagogy is not only excellent for our English Learners but for all students. As a result of this work, Gwinnett has adopted this pedagogy into their Quality Plus Teaching Strategies. She now leads the Instructional Conversation Vertical Team in the Central Gwinnett Cluster and is also on the Gwinnett Instructional Conversation Leadership Team at the district level. There is a secret to Niki’s success. She spent 8 years as a United States Marine with one tour of duty in Iraq. Once a Marine...always a Marine...they never ever quit. She continues to serve, as Education is now her new call of duty!

**Alegra Goulbourne** serves as Customer Success Manager for Imagine Learning in Georgia. She has worked with districts across the country in providing resources to meet the needs of their evolving math and literacy programs. Through collaborative workshops with educators at both the higher education and K-12 levels, she has remained committed to preparing students for lifelong learning and global citizenship. As a native of Liberia, Alegra is passionate about educational experiences that embrace the diverse backgrounds and strengths of all students.
Huda Essa is an author, consultant and Founder of Culture Links, LLC.

Huda has positively influenced countless communities through her engaging and thought-provoking learning opportunities. She is a TEDx Speaker and Consultant who provides captivating speaking engagements and excellently reviewed interactive workshops. Her focus on building empathy and deepening connections has supported organizations around the nation in successfully and authentically meeting their diversity, equity and inclusion initiatives. Huda is also an author of culturally relevant texts and is the producer of a series of short films focused on matters of social justice.

Huda’s TED Talk: Your Name is the Key! - https://www.youtube.com/watch?v=TuGL9_Isfyg

Culturelinksllc.com - https://www.culturelinksllc.com/

Teach Us Your Name - https://www.culturelinksllc.com/teachusyournamebook
Ruslana Westerlund, Ed.D. is a multilingual, multicultural academic born and raised in the Ukraine whose youth revolved around the potato season until beginning college in 1990. She received her Master’s in Teaching English as a Foreign Language from Bohdan Khmelnitsky Cherkassy National University in Cherkassy, Ukraine in 1995, and Doctorate in Education form Bethel University, St. Paul, Minnesota in 2014. She is now an associate researcher at WIDA, in Research and Development Division. Her responsibilities include research and development of the English Language Development (ELD) Standards Framework and collaboration with other departments in the design of workshops for teachers in the WIDA Consortium states. Her current research focuses on the intersection of Systemic Functional Linguistics and critical pedagogy in the education of culturally and linguistically minoritized students, specifically, Els’ student access to disciplinary literacies.

Before coming to WCER, Ruslana worked as an ESL Teacher and later as an ELL and refugee student specialist at the Minnesota Department of Education. In that role, she managed Title III, Title I as well as Office of Refugee Resettlement grants and collaborated with various state departments to provide wrap-around services to refugee children. In her spare time, she authors the Reclaiming the Language for Social Justice blog. She is also an assistant adjunct professor at Bethel University preparing in-service and pre-service teachers to provide equitable opportunities for Els. She resides in Cross Plains, Wisconsin with a wonderful husband, two amazing boys, and two loving dogs.
ESOL Conference Overview

*English Learners: Educating the Whole Child*

**Tuesday & Wednesday, February 5th – February 6th**
Elementary School Educators

**Thursday, February 7th**
Middle & High School Educators

**Daily Conference Schedule: 7:30 am - 4:00 pm**

- 7:30 - 8:30 Registration, Breakfast & Vendor Visits
- 8:30 - 8:40 Welcome & Introductions
- 8:40 - 9:40 Keynote Speaker
- 9:40 - 9:50 Break - Vendor Visits
- 9:50 - 11:00 Session 1
- 11:00 - 11:10 Break - Vendor Visits
- 11:10 - 12:20 Session 2
- 12:20 - 1:00 Lunch & Vendor Visits
- 1:00 - 2:10 Session 3
- 2:10 - 2:20 Break - Vendor Visits
- 2:20 - 3:30 Session 4
General Information

CONFERENCE COURTESY
To ensure a pleasant experience for all participants, please arrive early to your session, silence all cell phones during the session and smoking is prohibited in all KSU buildings.

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

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

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

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

CONFERENCE EVALUATIONS/SURVEYS
The overall conference evaluation is available online. You can access the survey from the ESOL webpage after the conference is completed. We appreciate your feedback and will use your input for planning future conferences.

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

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

SPECIAL ASSISTANCE & INFORMATION
Please visit the registration desk in the main lobby if you require special assistance while at the conference.

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

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

**Platinum Sponsors**
Imagine Learning

**Silver Sponsors**
Page, Inc. – Professional Association of Educators

**Bronze Sponsors**
Hand2Mind
Lexia Learning
William H. Sadlier, Inc.
Dodge Learning Resources

**Vendors**
Jmetik Maya
Townsend Press
Oxford Press
# Conference Planner

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
<th>Room</th>
</tr>
</thead>
<tbody>
<tr>
<td>7:30 – 8:30</td>
<td>Registration &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>8:30 – 8:40</td>
<td>Welcome, Conference Overview</td>
<td>400</td>
</tr>
<tr>
<td>8:40 – 9:40</td>
<td>Keynote Speaker</td>
<td>400</td>
</tr>
<tr>
<td>9:40 – 9:50</td>
<td>Break &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>9:50 – 11:00</td>
<td>Workshop Session 1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
<tr>
<td>11:00 – 11:10</td>
<td>Break &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>11:10 – 12:20</td>
<td>Workshop Session 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
<tr>
<td>12:20 – 1:00</td>
<td>Lunch</td>
<td>Behind 400</td>
</tr>
<tr>
<td>1:00 – 2:10</td>
<td>Workshop Session 3</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
<tr>
<td>2:10 – 2:20</td>
<td>Break &amp; Vendor Visits</td>
<td>Atrium</td>
</tr>
<tr>
<td>2:20 – 3:30</td>
<td>Workshop Session 4</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choice #2</td>
<td></td>
</tr>
</tbody>
</table>
Content Area Focus

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

Presentation Types

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

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

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

D - Differentiation/Student Achievement: Topics in this area include: all content areas covered; assessments of learning; pedagogy and strategies to assist with EIs who are gifted or who have special needs; constructed response testing strategies.
<table>
<thead>
<tr>
<th>Room</th>
<th>9:50 am - 11:00 am</th>
<th>11:10 am - 12:20 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>Him &amp; Her Before I Can Teach Them: Not Just Unpacking Standards, But Unpacking the EL Student</td>
<td>Georgia’s Tiered System of Support for Students (MTSS): An Overview</td>
</tr>
<tr>
<td>182</td>
<td>Engaging EL Parents</td>
<td></td>
</tr>
<tr>
<td>213</td>
<td>Creating an Online RTI for ELs Notebook Using One-Note</td>
<td>Enhancing Classroom &amp; School Climate Through Greater Curricular Access</td>
</tr>
<tr>
<td>217</td>
<td>Why SIOP?</td>
<td>F.A.M.E (Family Achievement Makes Excellence) Creating a Blueprint to Educate the Whole Child by Increasing Literacy in the Whole Family</td>
</tr>
<tr>
<td>221</td>
<td>Serving Student Who are Dually Identified as EL and SWD</td>
<td>English Learners Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
</tr>
<tr>
<td>225</td>
<td>English Learner Family and School Engagement Strategies</td>
<td>Reading Buddies: A School to Community Success Story</td>
</tr>
<tr>
<td>242</td>
<td>STEM-tastic Fun with ESL Family Involvement</td>
<td>Building Math Fluency through Strategies and Daily Practice</td>
</tr>
<tr>
<td>244</td>
<td>Five Week Study Abroad – Ghanaian Perspective</td>
<td>Full STEAM Ahead!</td>
</tr>
<tr>
<td>248</td>
<td>An Introduction to Georgia’s Dual Language Immersion Initiative</td>
<td>Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students</td>
</tr>
<tr>
<td>300</td>
<td></td>
<td>Raising Access Scores in the 4 Domains – Reading Writing, Listening &amp; Speaking</td>
</tr>
<tr>
<td>460</td>
<td>Tech-tastic Opportunities for Teachers to Amplify Learning</td>
<td></td>
</tr>
</tbody>
</table>
Tuesday
9:50am – 11:00am

Rm. 174: Him & Her Before I Can Teach Them: Not Just Unpacking Standards, But Unpacking the EL Student (1 2 3 5 T C D)
Presenters: Nadine Lucate-Pierre, ESOL Teacher, Cobb County Schools
This workshop examines the practices of differentiation at a local elementary school. The workshop follows the work of Shelly Fairburn and Stephanie Jones-Vo. The workshop covers several components which include understanding what it is like to be a second language learner. Secondly, I place emphasis on not only unpacking teaching standards, but also unpacking ELL students in order to build relationships and increase student achievement. Lastly, the workshop shows snapshots of effective teaching practices from the local school in order to model practices of differentiation and engagement.

Rm. 182: Engaging EL Parents (11 T F C)
Presenters: Tina Welch, Elementary ESOL Coach; Kallie Clack, Secondary ESOL Coach; Lisa Ward, Kindergarten ESOL Coach, Rockdale County Public Schools
Parent outreach for EL families is an important component of ESSA. Barriers of language, culture, and education level can make this difficult. Presenters in this session will share strategies for communicating with EL parents, helping families feel welcome at school events, and empowering parents to support their students academically. Resources provided will include links to electronic outlets, tangible supplies, and teacher-made foldables. Participants will create a foldable graphic organizer (in the style of one of the strategies – a DIY homework station). Our objective is for participants to return to their schools with tools they can use to increase parent outreach, support, and participation.

Rm. 213: Creating an Online RTI for ELs Notebook Using One-Note (1 8 T C D)
Presenter: Debbie Collins ESOL Lead Teacher, Cobb County Schools
With the assistance of my ESOL administrator and local Technology Expert, I have compiled an interactive folder for the express use of the regular classroom teacher when gathering documentation for RTI. We used OneNote and shared it on Office 365. I will share how we went about choosing the elements to include in the Notebook and how session participants can go about creating their own Notebook as a resource under the CTLS TEACH tab on the Cobb website. I will share how to use this Resource with all session participants.

Rm. 217: Why SIOP? (1 T C D)
Presenters: Carla Baker Nelson Lead ESOL Teacher, Cobb County Schools
What is SIOP and Why do I want to use it to Teach my ELs? SIOP, Sheltered Instruction Observation Protocol, is a research based instruction model that has proven to be successful with ELs becoming proficient in English. You will learn why SIOP is effective and how to implement the teaching strategies of the SIOP components with your ESOL students.

Rm. 221: Serving Students Who Are Dually Identified as EL and SWD: Collaboration is the Key! (12 T C D)
Presenters: Shannon Hammond, Director of Federal Programs; Alicia Burford, Special Education Coordinator, Walton County School District
When a student is dually-identified as both an English Learner (EL) and as a Student with Disabilities (SWD), it is important that all educators serving the student are aware of his/her needs, necessary services, accommodations, required assessments, and more. Oftentimes, there is much confusion surrounding these EL/SWD students. The presenters developed a training for educators in their district who serve dually-identified EL/SWD students and will share their process and results with you.
**Tuesday**

9:50am – 11:00am cont’d

**Rm. 225: English Learner Family and School Engagement Strategies (12 T F C D)**

Presenters: Amy Song, Family-School Partnerships Program Manager; Jacqueline Ellis, ESOL Specialist, Georgia Department of Education

This interactive session will address engagement strategies related to identifying and supporting the engagement of English Learners and their families. This session will provide a deeper dive into exploring the issues related to English learners’ and their families’ perspectives. It will provide both the federal requirements for Title I and Title III and the key considerations outlined in the WIDA ABC’s for a sound family engagement.

**Rm. 242: Stem-tastic Fun with ESL Family Involvement (1 2 3 8 TCF)**

Presenters: Angie Meredith, Educational Consultant, Hand2Mind

Join us for a fun and engaging session that will bring families together for STEM/STEAM family night. We will experience some open-ended tasks that will help encourage students to explore engineering concepts, build oral language skills, and develop background knowledge. Participants will take part in a “Make-it Take-it” activity designed to allow ESL students to produce a prototype and then improve on their design. These projects encourage creativity, problem solving and attention to detail.

**Rm. 244: Five Week Study Abroad-Ghanaian Perspective (11 F C D)**

Presenters: Sherry Sutton, Teacher, Douglas County Schools

This presentation will focus on Dr. Sutton’s five-week study abroad as a Fulbright Scholar to Ghana West Africa. She will discuss misconceptions about Ghana and offer insightful observations about the country, its language, culture and educational system. This will give many teachers a better understanding of the rich culture that our West African students embrace and how it is juxtaposed with modern day American culture.

**Rm. 248: An Introduction to Georgia’s Dual Language Immersion Initiative (12 T F C D)**

Presenters: Patrick Wallace, Program Specialist for World Languages and Global Workforce Initiatives; Dely Roberts, Program Specialist (Mid-Region), Title III, Georgia Department of Education

Georgia is continuing to experience a rapid growth in Dual Language Immersion Programs, adding 13 new programs and a new language this school year. This session will focus on the efforts specifically undertaken at the state level to support this expansion, understand the effectiveness of the model, provide guidance on best practices, support teachers and administrators with quality professional development opportunities and the effectiveness and success of leveraging local partnerships to support these programs.

**Rm. 460: Tech-tastic Opportunities for Teachers to Amplify Learning**

Presenters: Jennifer Grimes, Teacher, Forsyth County Schools

We are living in a digital world and students are learning through digital platforms. In this presentation, I will give a tutorial on various technology platforms used to develop English proficiency in listening, speaking, reading and writing. ELL teachers can use the many resources available to engage students with technology in both push-in and pull-out models.
Tuesday
11:10am – 12:20pm

Rm. 174: Georgia’s Tiered System of Support for Students (MTSS): An Overview (11 T C D)
Presenters: Karen Suddeth, Georgia’s Tiered System of Support for Student’s Program Manager; SPDG Project Director; Andrea Catalano, Professional Learning Specialist, Georgia Department of Education
Presenters will provide an overview of Georgia’s framework for MTSS. The overview will define the essential components and how the components collectively work to support students at all levels.

Rm. 213: Enhancing Classroom & School Climate through Greater Curricular Access – Strategies to Boost EL Access to Curriculum to Enhance Engagement & Learning (12 T C D)
Presenters: Jerry Kelley, Lead ESOL Teacher; Mary Beth Martell, First Grade Teacher, EL Classroom, Forsyth County Schools
Educating the whole child requires that the school provides ample instruction and care in all areas that allow for the students to access enriched curriculum and educational experiences. Our presentation is interactive and focuses on strategies, SIOP and research based, that not only allow for greater curricular access to the curriculum by EL students, it is also designed to help EL teachers better understand how they can share methods and strategies with their staff which allow students to access the learning process while embracing the idea that all children have individual needs and learn at different rates. In essence, we will be sharing methods and strategies that address teachers’ abilities to maximize educational opportunities for their EL students every day.

Rm. 217: F.A.M.E. (Family Achievement Makes Excellence): Creating A Blueprint to Educate the Whole Child by Increasing Literacy in the Whole Family (2 T F C)
Presenters: Kathy O’Hara-Rosa, ESOL Teacher; German Suarez, Director World Languages; Karen Fincham, ESOL Teacher, Cobb County Schools; Faith O’Hara-Rosa, Student, Georgia State University
The F.A.M.E. Program targets the entire ESOL family for academic success. Participants will be introduced to the program through a PowerPoint presentation, video clips, interviews and photos. Successful strategies and materials will be modeled as participants are given an opportunity to experience the materials/activities just like our ESOL families.
Tuesday
11:10am – 12:20pm

Rm. 217 cont’d will be modeled as participants are given an opportunity to experience the materials/activities just like our ESOL families.

Rm 221: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills (1 T C D)
Presenters: Mishka Barnes, ESOL Teacher, Atlanta Public Schools
Within the last decade, a large number of English Learners (ELs) have enrolled in the American School system. However, some teachers may not understand how to support these students in the classroom. Classroom teachers need to utilize different strategies to teach these students how to read. Although many of these students can read text and use problem-solving strategies to blend words and read fluently, they may experience difficulties understanding academic language. This presentation will provide and discuss effective reading comprehension strategies to help ELs understand academic language in a classroom setting.

Rm. 225: Reading Buddies: A School to Community Success Story (1 T F C D)
Presenters: Connie McSwain, Media Specialist; Keri Mullinax, ESOL Teacher, Bartow County Schools
Reading Buddies has blossomed into wonderful relationships for elementary students and senior adults who give of their time and experience through weekly after school mentoring in our media center. We are seeing a positive impact on attitude, behavior and attendance as well as our primary goal of academics. We will present items of digital evidence including interviews, interaction between student and adult buddies, and ideas to implement a mentor program in schools.

Rm. 242: Building Math Fluency through Strategies and Daily Practice (2 T C)
Presenters: Angie Meredith, Educational Consultant, Hand2Mind
Building Math fluency is essential for developing confidence and academic success. Learn how to help EL student in grades K-5 develop fluency, flexibility and accuracy of basic math facts using number strings, math talks and hands-on manipulatives.

Rm. 244: Full STEAM Ahead! (1 2 3 5 8 T F C)
Presenters: Bambi Willard, ELL Teacher; Jennifer Poole, ELL Teacher, Hall County Schools
This presentation will include how to create STEAM projects to go with GA standards. We will learn how to set up learning stations that support STEAM that will need very little changes to last for the year. Teachers will learn how their daily lessons can support language development and vocabulary development through supporting the STEAM model.

Rm. 248: Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students (12 T C D)
Presenters: Jan Anglade, ESOL Teacher, Dekalb County Schools
In this session, the presenter will share diverse pre-instructional activities that have been successfully implemented working with students at the Entering/Beginning
Tuesday
11:10am – 12:20pm

**Rm. 248 cont’d** levels of English language development. Academic sponge activities should be a fun and engaging way to welcoming the students to the classrooms as well as increasing their language acquisition. In addition, the session will provide time for attendees to share their own pre-instructional activities that everyone could use in their classrooms. Sharing is caring!

**Rm. 300: raising Access Scores in the 4 Domains – Reading, Writing, Listening and Speaking! (12 T C D)**

Presenters: Nikki Hill, Lead ESOL Teacher, Gwinnett County Schools; Alegra Goulbourne, Customer Success Manager, Imagine Learning

Students need strong language and communication skills not only to grow academically but to thrive in a world that is becoming more collaborative and interconnected. Feeling comfortable speaking a new language can seem like a daunting challenge to most students. How can we create an environment that encourages students to speak up and participate without fear, while eagerly embracing their language learning journey?

Join us to explore strategies for facilitating instructional conversations centered around grade level content. In facilitating these student discussions, Imagine Learning’s resources will be leveraged to provide context and increase the accessibility of academic language. The result: significant literacy growth across all language domains, and engaged, self-assured learners!

---

**Lexia’s Research-Proven Approach Helps You:**

- Address 6 areas of reading
- Increase teacher effectiveness with real-time student progress data
- Reduce dependence on traditional testing with embedded assessment
- Provide differentiated and adaptive instruction

[www.lexialearning.com/GA](http://www.lexialearning.com/GA)
# Tuesday Afternoon at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>1:00 pm – 2:10 pm</th>
<th>2:20 pm – 3:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>Establishing a Successful Bilingual Family Literacy Program</td>
<td>Serving Student Who are Dually Identified as EL and SWD</td>
</tr>
<tr>
<td>182</td>
<td></td>
<td>Closing the Gap: A Framework for Teaching</td>
</tr>
<tr>
<td>213</td>
<td>English Learners with Disabilities – Supporting the Whole Child</td>
<td></td>
</tr>
<tr>
<td>217</td>
<td>STEAM-ing Forward to Success</td>
<td>Full STEAM Ahead!</td>
</tr>
<tr>
<td>225</td>
<td>It’s Game Time: Using Games in the ESOL Classroom</td>
<td>“I Sing It! I Do It! I Learn It! I Master It!” Teaching the Language of Math Through Sensory Engagement</td>
</tr>
<tr>
<td>242</td>
<td>Manipulative + Math Vocabulary = Success</td>
<td>Georgia’s Tiered System of Support for Students (MTSS): An Overview</td>
</tr>
<tr>
<td>244</td>
<td>Inferential Thinking Strategies for Fiction and Nonfiction Text</td>
<td>Communicating with Parents in a Language they Can Understand</td>
</tr>
<tr>
<td>248</td>
<td>Show not Tell: Connecting Language Domains and Proficiency with Puppetry</td>
<td>Show not Tell: Connecting Language Domains and Proficiency with Puppetry</td>
</tr>
<tr>
<td>460</td>
<td>Tech-tastic Opportunities for Teachers to Amplify Learning</td>
<td>Why SIOP?</td>
</tr>
</tbody>
</table>
Tuesday
1:00 pm- 2:10pm

**Rm. 174: Establishing a Successful Bilingual Family Literacy Program (1 F T C)**

**Presenters:** Katherine Stieber, ESOL Teacher, Cobb County Schools; Kristen Milligan, Greg Green, Co-Directors of the Good Deeds Team, Northwest Exterminating

One of the keys to ensure student success in school is through parental involvement. Fair Oaks Elementary School and Northwest Exterminating partnered to develop the Northwest Eagle Family Literacy Program an innovative bilingual program. The program is designed to help all parents to be active participants in their student’s academics at home. Topics of discussion include program development, design, implementation, community and teachers buy-in, parent engagement and Partner in Education support.

**Rm. 213: English Learners with Disabilities – Supporting the Whole Child (12 T C D)**

**Presenters:** Wina Low, Program Manager Senior Division for Special Education Service and Supports; Margaret Baker, Program Manager, Title II Part A/ESOL Language Programs, Federal Programs, Georgia Department of Education

This session will provide guidance on common language, supporting the English Learner through a multi-tiered system of supports, referral and identification processes, ESOL teacher’s role, and navigating services of dually-identified students. Presenters will allow time for

**Rm. 217: STEAM-ing Forward to Success (1 2 3 5 8 T F C)**

**Presenters:** Leslie Studdard, ESOL Teacher; Maria Howell, ESOL Coordinator, Newton County Schools

STEAM-ing forward to success will showcase STEAM activities for elementary school EL students. We will discuss ways to help our students succeed in the STEAM field. During the presentation, we will provide information and activities that teachers can take back to their classrooms the very next day.

---

**Sadlier**

Your Partner in Education Since 1832
Tuesday
1:00 pm- 2:10pm

**Rm 225: It’s Game Time: Using Games in the ESOL Classroom (1 2 3 5 8 T F C)**
Presenters: Tiffany Young, ESOL Teacher; Jessica Castro, ESOL Teacher, Richmond County Schools
It’s game time! Learn how you can use games to teach content and enhance student’s speaking, listening, reading and writing skills in this interactive workshop! In this presentation, several games will be presented that can be used for instructional purposes in the ESOL classroom as well as ways to modify the games to suit the needs of the students and meet content standards.

**Rm 242: Manipulatives + Math Vocabulary = Success (2 T C)**
Presenters: Angie Meredith, Educational Consultant, Hand2Mind
Come see how the use of math manipulatives can make abstract mathematical concepts more concrete. Learn how to help ELL students build their math vocabulary and grasp concepts using basic math manipulatives found in most K-5 classrooms.

**Rm 244: Inferential Thinking Strategies for Fiction and Nonfiction Text (1 T C D)**
Presenters: Tara Light, ESOL Teacher, Cobb County Schools
The biggest transition as a reader is reading to learn. Many times, students feel that they are good readers because they can read the **Rm. 244 cont’d** words and have good fluency, but that is not what reading is. Reading is comprehension, for example learning to infer or relate in a way that you can visualize or feel the story. Students need to learn strategies to think like a detective. These strategies will help students transition from reading to reading to learn.

**Rm 248: Show not Tell: Connecting Language Domains and Proficiency with Puppets (1 5 T D)**
Presenters: Felicia Hill, ESOL Teacher, Cobb County Schools
This make-and-take workshop focuses on using puppets to make connections increasing proficiency in listening, reading, speaking and writing. Participants leave with puppets, strategies, and scripts to be used immediately within their classrooms. Regardless of their comfort with visual arts, participants explore ways to maximize student proficiency using puppetry.

**Rm. 460: Tech-tastic Opportunities for Teachers to Amplify (12 T C)**
Presenters: Jennifer Grimes, Lead ESOL Teacher, Forsyth County Schools
We are living in a digital world and students are learning through digital platforms. In this presentation, I will give a tutorial on various technology platforms used to develop English proficiency in listening, speaking, reading and writing. ELL teachers can use the many resources available to engage students with technology in both push-in and pull-out models.
Tuesday
2:20 pm – 3:30 pm

Rm. 174: Serving Students Who are Dually Identified as EL and SWD (12 T C D)
Presenters: Shannon Hammond, Director of Federal Programs; Alicia Burford, Special Education Coordinator, Walton County School District
When a student is dually-identified as both an English Learner (EL) and as a Student with a Disability (SWD), it is important that all educators serving the student are aware of his/her needs, necessary services, accommodations, required assessments and more. Oftentimes, there is much confusion surrounding these EL/SWD students. The presenters developed a training for educators in their district who serve dually-identified EL/SWD students and will share their process and results with you.

Rm. 182: Closing the Gap: A Framework for Teaching (1 T C D)
Presenters: Amy Cain, ESOL Teacher and Part-time Assistant Professor; Morgan Steines, Teacher, Cobb County Schools
The presenters will share a framework they developed as a result of teaching phonics together (kindergarten through second grade). They will demonstrate strategies that have succeeded in closing the gap on phonics assessments. They will also explore ways to promote student engagement, to differentiate, to use time wisely and to review and assess students’ learning.

Rm. 217: Full STEAM Ahead! (1 2 3 5 T F C)
Presenters: Bambi Willard, ELL Teacher; Jennifer Poole, ELL Teacher, Hall County Schools
This presentation will include how to create STEAM projects to go with GA standards. We will learn how to set up learning stations that support STEAM that will need very little changes to last for the year. Teachers will learn how their daily lessons can support language development and vocabulary development through supporting the STEAM model.

Rm. 225: “I Sing It! I Do It! I Learn It! I Master It!” Teaching the Language of Math Through Sensory Engagement (1 2 3 5 T F C)
Presenters: Jennifer Pendergrass, ESOL Teacher; Courtney Clark, Math Instructional Coach, Rome City Schools
This session will highlight a series of strategies for engaging reluctant speakers, encouraging a growth mindset, and planning for academic classroom discourse with English Learners of all ELP levels. Through sensory-engaging language activities, students become active participants in each lesson. Participants will leave with strategies for creating a language-rich Math classroom and a lesson plan template for planned instruction and differentiation in an ESOL Push-In setting.
Tuesday
2:20 pm – 3:30 pm

Rm. 242: Georgia’s Tiered System of Support for Students (MTSS): An Overview (11 T C D)
Presenters: Karen Suddeth, Georgia’s Tiered System of Supports for Students Program Manager, SPDG Project Director; Andrea Catalano, Professional Learning Specialist, Georgia Department of Education
Presenters will provide an overview of Georgia’s framework for MTSS. The overview will define the essential components and how the components work to support students at all levels.

Rm. 244: Communicating with Parents in a Language They can Understand (11 T F C)
Presenters: Amy Song, Family-School Partnerships Program Manager; Margaret Baker, Manager, Title III, Part A & ESOL Language Programs, Georgia Department of Education
This session will provide an overview of the translation/interpretation guidelines for schools found in OCR, Federal Programs and IDEA. EL Support Coordinator for Barrow County Schools, Ms. Julie Eldridge will share her school system’s plan for communicating with linguistically diverse parents.

Rm. 244 cont’d Participants will be introduced to the new School-Parent Communication Flowchart provided by Federal Programs and several other high-leverage resources for teachers and schools.

Rm. 248: Show not Tell: Connecting Language Domains and Proficiency with Puppets (1 5 T D)
Presenters: Felicia Hill, ESOL Teacher, Cobb County Schools
This make-and-take workshop focuses on using puppets to make connections, increasing proficiency in listening, reading, speaking and writing. Participants leave with puppets, strategies, and scripts to be used immediately within their classrooms. Regardless of their comfort with visual arts, participants explore ways to maximize student proficiency using puppetry.
### Wednesday Morning at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>9:50 am – 11:00 am</th>
<th>11:10 am – 12:20 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>English Learners with Disabilities – Supporting the Whole Child</td>
<td>English Learner Family and School Engagement Strategies</td>
</tr>
<tr>
<td>203</td>
<td></td>
<td>Become Your Own Data Analyst. Different Ways of Digging into your EL Data to Help Focus on the Whole Child</td>
</tr>
<tr>
<td>213</td>
<td>Oh! I See! Using Model Drawings to Solve Word Problems</td>
<td>Engaging EL Parents</td>
</tr>
<tr>
<td>217</td>
<td>Reading Buddies: A School to Community Success Story</td>
<td>Breaking the Language Barrier with IOS Mobile Applications</td>
</tr>
<tr>
<td>221</td>
<td>STEAM-ing Forward to Success</td>
<td>Closing the Gap: A Framework for Teaching</td>
</tr>
<tr>
<td>225</td>
<td>Educating the Whole Child – The ESSA Responsive Classroom</td>
<td>It's Game Time: Using Games in the ESOL Classroom</td>
</tr>
<tr>
<td>242</td>
<td>Teaching Sight Words is a SNAP!</td>
<td></td>
</tr>
<tr>
<td>244</td>
<td>A Toolbox of Engaging Instructional Strategies</td>
<td>Inferential Thinking Strategies for Fiction and Nonfiction Text</td>
</tr>
<tr>
<td>248</td>
<td>English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
<td>To Define or Not to Define? That is the Question!</td>
</tr>
<tr>
<td>300</td>
<td></td>
<td>Essential and Transformative Learning for Working with ELLs and their Families</td>
</tr>
<tr>
<td>460</td>
<td>Tech-tastic Opportunities for Teachers to Amplify Learning</td>
<td></td>
</tr>
</tbody>
</table>
Wednesday
9:50 am- 11:00 am

Rm. 174: English Learners with Disabilities – Supporting the Whole Child (12 T C D)
Presenters: Wina Low, Program Manager Senior Division for Special Education Service and Supports; Margaret Baker, Program Manager, Title II Part A/ESOL Language Programs, Federal Programs, Georgia Department of Education
This session will provide guidance on common language, supporting the English Learner through a multi-tiered system of supports, referral and identification processes, ESOL teacher’s role, and navigating services of dually-identified students. Presenters will allow time for Q & A. Ms. Low has 30+ years of educational experience, 17 as Director of Special Services and Title III and 8 years as an educational diagnostician. Dr. Meg Baker has classroom and leadership experience with English Learners.

Rm. 213: Oh! I See! Using Model Drawings to Solve Word Problems (1 2 3 5 T C D)
Presenters: Kristie Fountain, Professional Learning Facilitator; David Herman, Mathematics Instructor, Dekalb County Schools
A picture is worth a thousand words. This interactive session will focus on using model drawings as a visual aid to help EL students master solving word problems and transition into Algebra. The problem-solving techniques presented in the session are aligned to the 8-step model drawing process and strategies from the Singapore Math Instructional model. Attendees will also learn how to use the concrete-representational-abstract instructional design to improve the comprehension of mathematical concepts.

Rm. 217: Reading Buddies: A School to Community Success Story ((1 T F C D)
Presenters: Connie McSwain, Media Specialist; Keri Mullinax, ESOL Teacher, Bartow County Schools
Reading Buddies has blossomed into wonderful relationships for elementary students and senior adults who give of their time and experience through weekly after school mentoring in our media center. We are seeing a positive impact on attitude, behavior and attendance as well as our primary goal of academics. We will present items of digital evidence including interviews, interaction between student and adult buddies, and idea to implement a mentor program in schools.

Rm. 221: STEAM-ing Forward to Success (1 2 3 5 8 T F C)
Presenters: Leslie Studdard, ESOL Teacher; Maria Howell, ESOL Coordinator, Newton County Schools
STEAM-ing forward to success will showcase STEAM activities for elementary school EL students. We will discuss ways to help our students succeed in the STEAM field. During the presentation, we will provide information and activities that teachers can take back to their classrooms the very next day.
Wednesday
9:50 am - 11:00 am

Rm. 225: Educating the Whole Child - The ESSA Responsive Classroom (12 T F C)
Presenters: Angie Glover, Teacher; Cindy Tu, Title III Instructional Coach, Hall County Schools
In responding to our state’s ESSA plan focusing on “a common framework of improvement that places the ‘Whole Child’ at the center”; educating the whole child begins with the foundational step of knowing our learners. This session offers practical ideas for learning about our students at a deeper level. Participants will walk away with innovative approaches for capitalizing on their students' unique linguistic and cultural assets.

Rm. 242: Teaching Sight Words is a SNAP! (1 T C D)
Presenters: Michelle Slaton, Title III Resource Specialist/ESOL Instructional Coach; Katie Atolli, K-5 ESOL Teacher, Forsyth County Schools
We know how essential it is to use visuals and Total Physical Response (TPR) when teaching English Learners. Implementing those two scaffolds along with teaching sight words in context, make sight words accessible for all learners. We’ll share teaching ideas and our success stories that have led to being dubbed The Sight Word Queen because our Kindergarten and First Grade ELs master well above the end of the year target for sight word acquisition.

Rm. 244: A Toolbox of Engaging Instructional Strategies (12 T C D)
Presenters: LaShawn White, Professional Learning Facilitator, Dekalb County Schools
This session will provide the research and skills for effectively engaging strategies for diverse learners. It is designed to equip educators with a toolbox of strategies that are fun and engaging. Participants will be actively involved in several activities that aim to enhance classroom instructional practices. In addition, participants will utilize tools that aim to motivate EL Learners and meet the needs of varied learners.

Rm. 248: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills (1 T C D)
Presenters: Mishka Barnes, ESOL Teacher, Atlanta Public Schools
Within the last decade, a large number of English Learners (ELs) have enrolled in the American School system. However, some teachers may not understand how to support these students in the classroom. Classroom teachers need to utilize different strategies to teach these students how to read. Although many of these students can read text and use problem-solving strategies to blend words and read fluently, they may experience difficulties understanding academic language. This presentation will provide and discuss effective reading comprehension strategies to help ELs understand academic language in a classroom setting.

Rm. 460: Tech-tastic Opportunities for Teachers to Amplify (12 T C)
Presenters: Jennifer Grimes, Lead ESOL Teacher, Forsyth County Schools
We are living in a digital world and students are learning through digital platforms. In this presentation, I will give a
Rm. 460 cont'd tutorial on various technology platforms used to develop English proficiency in listening, speaking, reading, and writing. ELL teachers can use the many resources available to engage students with technology in both push-in and pull-out models.

Wednesday 11:10 am- 12:20 pm

Rm. 174: English Learner Family and School Engagement Strategies (12 T F C D)
Presenters: Amy Song, Family-School Partnerships Program Manager; Jacqueline Ellis, ESOL Specialist, Georgia Department of Education
This interactive session will address engagement strategies related to identifying and supporting the engagement of English Learners and their families. This session will provide a deeper dive into exploring the issues related to English learners' and their families’ perspectives. It will provide both the federal requirements for Title I and Title III and the key considerations outlined in the WIDA ABC’s for a sound family engagement.

Rm. 203: Become Your Own Data Analyst. Different Ways of Digging into your EL Data to Help Focus on the Whole Child (11 T C D)
Presenters: Anna Sargent, Director of ESOL, Title III, and Migrant Programs, Hall County Schools; Margaret Baker, Manager, Title III, Part A & ESOL Language Programs, Georgia Department of Education
Participants will learn how one district uses a multitude of data to evaluate and measure effectiveness of different program elements in order to support the whole child.

Rm. 213: Engaging EL Parents (11 T F C)
Presenters: Tina Welch, Elementary ESOL Coach; Kallie Clack, Secondary ESOL Coach; Lisa Ward, Kindergarten ESOL Teacher, Rockdale County Schools
Parent outreach for EL families is an important component of ESSA. Barriers of language, culture, and education level can make this difficult. Presenters in this session will share strategies for communicating with EL parents, helping families feel welcome at school events, and empowering parents to support their students academically. Resources provided will include links to electronic outlets, tangible supplies, and teacher-made foldables. Participants will create a foldable graphic organizer (in the style of one of the strategies – a DIY homework station). Our objective is for participants to return to their schools with tools they can use to increase parent outreach, support, and participation.

Rm. 217: Breaking the Language Barrier with IOS Mobile Applications (11 T F C)
Presenters: Jabari Cain, Assistant Professor of Instructional Technology, Kennesaw State University
Advancements in the area of mobile applications within the last decade have made the process of learning a new language much easier. Join Dr. Jabari Cain as he discusses mobile Apple IOS language-learning apps dedicated to ESOL and education. These apps include Memrise, iTranslate, Duolingo, Tinycards, Lingvist, Google Translate and Microsoft Translator. All applications discussed are free, easy to use, and can be easily implemented in your classroom.
**Rm. 221: Closing the Gap: A Framework for Teaching (1 T C D)**
*Presenters: Amy Cain, ESOL Teacher and Part-time Assistant Professor; Morgan Steines, Teacher, Cobb County Schools*
The presenters will share a framework they developed as a result of teaching phonics together (kindergarten through second grade). They will demonstrate strategies that have succeeded in closing the gap on phonics assessments. They will also explore ways to promote student engagement, to differentiate, to use time wisely and to review and assess students’ learning.

**Rm. 225: It’s Game Time: Using Games in the ESOL Classroom (1 2 3 5 8 T F C)**
*Presenters: Tiffany Young, ESOL Teacher; Jessica Castro, ESOL Teacher, Richmond County Schools*
It’s game time! Learn how you can use games to teach content and enhance student’s speaking, listening, reading and writing skills in this interactive workshop! In this presentation, several games will be presented that can be used for instructional purposes in the ESOL classroom as well as ways to modify the games to suit the needs of the students and meet content standards.

**Rm. 244: Inferential Thinking Strategies for Fiction and Nonfiction Text (1 T C D)**
*Presenters: Tara Light, ESOL Teacher, Cobb County Schools*
The biggest transition as a reader is reading to learn. Many times, students feel that they are good readers because they can read the words and have good fluency, but that is not what reading is. Reading is comprehension, for example learning to infer or relate in a way that you can visualize or feel the story. Students need to learn strategies to think like a detective. These strategies will help students transition from reading to reading to learn.

**Rm. 248: To Define or Not to Define? That is the Question! (1 T C)**
*Presenters: Michelle Slaton, Title III Resource Specialist/K-5 ESOL Coach, Forsyth County Schools*
Leave the dictionary at the door! Experience the power of using visuals and easily implemented cooperative learning techniques to understand and use new vocabulary quickly. Caution: if you DO NOT want to laugh, this is not the session for you.

**Rm. 300: Essential and Transformative Learning for Working with ELLs and their Families**
*Presenters: Huda Essa, Author, Consultant and Founder, Culture Links, LLC.*
Join us as we explore the experiences of English Language Learners through an unforgettable experiential simulation! This meaningful learning opportunity will transform your understanding of the challenges regularly encountered by your colleagues, students and their families who speak English as a second language. Discover methods for enhancing the accuracy of communication in a nonnative language to support your journey as a culturally responsive educator!
### Wednesday Afternoon at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>1:00 pm – 2:10 pm</th>
<th>2:20 pm – 3:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>Him and Her Before I Can Teach Them: Not Just Unpacking Standards, But Unpacking the EL Student</td>
<td>Creating an Online RTI for Els Notebook Using One-Note</td>
</tr>
<tr>
<td>205</td>
<td>Educating the Whole Child - The ESSA Responsive Classroom</td>
<td>Breaking the Language Barrier with IOS Mobile Applications</td>
</tr>
<tr>
<td>213</td>
<td>Five Week Study Abroad - Ghanaian Perspective</td>
<td>Using Instructional Conversation Strategies in a Kindergarten Classroom</td>
</tr>
<tr>
<td>217</td>
<td>Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students</td>
<td>Establishing a Successful Bilingual Family Literacy Program</td>
</tr>
<tr>
<td>221</td>
<td>Teaching Sight Words is a SNAP!</td>
<td>Simple Things You Can Do to Teach ELLs</td>
</tr>
<tr>
<td>225</td>
<td>ESOL Support – All Day, Every Day...We Make It Happen</td>
<td>Full STEAM Ahead!</td>
</tr>
<tr>
<td>242</td>
<td>F.A.M.E. (Family Achievement Makes Excellence) Creating a Blueprint to Educate the Whole Child by Increasing Literacy in the Whole Family</td>
<td>To Define or Not to Define/ that is the Question!</td>
</tr>
<tr>
<td>244</td>
<td>Georgia’s NEW ELement Screener Form in SLDS</td>
<td>Can SLDS Help Me with ESOL? Absolutely!</td>
</tr>
<tr>
<td>460</td>
<td>Tech-tastic Opportunities for Teachers to Amplify Learning</td>
<td>How to Write an Effective Proposal</td>
</tr>
</tbody>
</table>
Wednesday
1:00 pm - 2:10 pm

Rm. 174: Him & Her Before I Can Teach Them: Not Just Unpacking Standards, But Unpacking the EL Student (1 2 3 5 T C D)
Presenters: Nadine Lucate-Pierre, ESOL Teacher, Cobb County Schools
This workshop examines the practices of differentiation at a local elementary school. The workshop follows the work of Shelly Fairburn and Stephanie Jones-Vo. The workshop covers several components which include understanding what it is like to be a second language learner. Secondly, I place emphasis on not only unpacking teaching standards, but also unpacking ELL students in order to build relationships and increase student achievement. Lastly, the workshop shows snapshots of effective teaching practices from the local school in order to model practices of differentiation and engagement.

Rm. 205: Educating the Whole Child – The ESSA Responsive Classroom (12 T F C)
Presenters: Angie Glover, Teacher; Cindy Tu, Title III Instructional Coach, Hall County Schools
In responding to our state’s ESSA plan focusing on “a common framework of improvement that places the ‘Whole Child’ at the center”; educating the whole child begins with the foundational step of knowing our learners. This session offers practical ideas for learning about our students at a deeper level. Participants will walk away with innovative approaches for capitalizing on their students’ unique linguistic and cultural assets.

Rm. 213 cont’d
Presenters: Sherry Sutton, Teacher, Douglas County Schools
This presentation will focus on Dr. Sutton’s five-week study abroad as a Fulbright Scholar to Ghana West Africa. She will discuss misconceptions about Ghana and offer insightful observations about the country, its language, culture and educational system. This will give many teachers a better understanding of the rich culture that our West African students embrace and how it is juxtaposed with modern day American culture.

Rm. 217: Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students (12 T C D)
Presenters: Jan Anglade, ESOL Teacher, Dekalb County Schools
In this session, the presenter will share diverse pre-instructional activities that have been successfully implemented working with students at the Entering/Beginning levels of English language development. Academic sponge activities should be a fun and engaging way to welcoming the students to the classrooms as well as increasing their language acquisition. In addition, the session will provide time for attendees to share their own pre-instructional activities that everyone could use in their classrooms. Sharing is caring!

Rm. 221: Teaching Sight Words is a SNAP! (1 T C D)
Presenters: Michelle Slaton, Title III Resource Specialist/ESOL Instructional Coach; Katie Atolli, K-5 ESOL Teacher, Forsyth County Schools
We know how essential it is to use visuals and Total Physical Response (TPR) when teaching English Learners. Implementing those two scaffolds along with teaching sight words in context, make sight words accessible for all learners. We’ll share teaching ideas and our success stories that have led to being dubbed The Sight Word
Rm. 221 cont’d Queen because our Kindergarten and First Grade EIs master well above the end of the year target for sight word acquisition.

Rm. 225: ESOL Support – All Day, Every Day... We Make It Happen! (11 T C D)
Presenters: Robin Gower, Principal, Tadmore Elementary School; Anna Sargent, Director of Title III, ESOL, and Migrant Programs, Hall County Schools
An elementary school will share their journey to find the most effective scheduling, instruction, and mindset processes for EIs and how it is not a 100-yard dash, but a marathon.

Rm. 242: F.A.M.E. (Family Achievement Makes Excellence): Creating A Blueprint to Educate the Whole Child by Increasing Literacy in the Whole Family (2 T F C)
Presenters: Kathy O’Hara-Rosa, ESOL Teacher; German Suarez, Director World Languages; Karen Fincham, ESOL Teacher, Cobb County Schools; Faith O’Hara-Rosa, Student, Georgia State University
The F.A.M.E. Program targets the entire ESOL family for academic success. Participants will be introduced to the program through a PowerPoint presentation, video clips, interviews and photos. Successful strategies and materials will be modeled as participants are given an opportunity to experience the materials/activities just like our ESOL families.

Rm. 244 Georgia’s New EL-ement Screener Forms in SLDS (11 T C D)
Presenters: Hubert Bennett, Training Manager, SLDS, Georgia Department of Education
Come and hear about how we can make managing your students’ screener information start off on the right foot with tools to expedite your EIs registration process!

Rm. 460: Tech-tastic Opportunities for Teachers to Amplify (12 T C)
Presenters: Jennifer Grimes, Lead ESOL Teacher, Forsyth County Schools
We are living in a digital world and students are learning through digital platforms. In this presentation, I will give a tutorial on various technology platforms used to develop English proficiency in listening, speaking, reading and writing. ELL teachers can use the many resources available to engage students with technology in both push-in and pull-out models.
Wednesday
2:20 pm- 3:30 pm

Rm. 174: Creating an Online RTI for ELs Notebook Using One-Note (1 8 T C D)
Presenter: Debbie Collins ESOL Lead Teacher, Cobb County Schools
With the assistance of my ESOL administrator and local Technology Expert, I have compiled an interactive folder for the express use of the regular classroom teacher when gathering documentation for RTI. We used OneNote and shared it on Office 365. I will share how we went about choosing the elements to include in the Notebook and how session participants can go about creating their own Notebook as a resource under the CTLS TEACH tab on the Cobb website. I will share how to use this resource with all session participants.

Rm. 205: Breaking the Language Barrier with IOS Mobile Applications (11 T F C)
Presenters: Jabari Cain, Assistant Professor of Instructional Technology, Kennesaw State University
Advancements in the area of mobile applications within the last decade have made the process of learning a new language much easier. Join Dr. Jabari Cain as he discusses mobile Apple IOS language-learning apps dedicated to ESOL and education. These apps include Memrise, iTranslate, Duolingo, Tinycards, Lingvist, Google Translate and Microsoft Translator. All applications discussed are free, easy to use, and can be easily implemented in your classroom.

Rm. 213: Using Instructional Conversation Strategies in a Kindergarten Classroom (12 T F C D)
Presenters: Tammy Love, Lead ESOL Teacher; Kirby Hunt, Kindergarten Teacher, Hall County Schools
The landscape of Georgia’s Kindergarten classrooms is growing with linguistically and culturally diverse learners. As such, there is an increasing need for connections between teacher and students and among the students themselves. In this session, participants will harness practical ideas for building a supportive and collaborative learning community through Instructional Conversation (IC) pedagogy. You will walk away super excited with new innovative ways for promoting student interactions and authentic talk in your Kindergarten classroom!

Rm. 217: Establishing a Successful Bilingual Family Literacy Program (1 F T C)
Presenters: Katherine Stieber, ESOL Teacher, Cobb County Schools; Kristen Milligan, Greg Green, Co-Directors of the Good Deeds Team, Northwest Exterminating
One of the keys to ensure student success in school is through parental involvement. Fair Oaks Elementary School and Northwest Exterminating partnered to develop the Northwest Eagle Family Literacy Program an innovative bilingual program. The program is designed to help all parents to be active participants in their student’s academics at home. Topics of discussion include program development, design, implementation, community and teachers buy-in, parent engagement and Partner in Education support.

Rm. 221: Simple Things You Can Do to Teach ELLs (12 T C D)
Presenters: Bethanie Boswell, ESOL Lead Teacher, Forsyth County Schools
This session equips ELL educators with handy strategies and supports that can be easily incorporated into daily instructional practices with quite a few that can be employed at a moment’s notice (or close to it). The presenter shares successful techniques to instruct and assess ELLs at all
Wednesday
2:20 pm - 3:30 pm

Rm. 221 cont’d levels in content and co-taught classes. Take-aways include a list of “50 Simple Things” to support ELLs that can be shared with colleagues.

Rm. 225: Full STEAM Ahead! (1 2 3 5 8 T F C )
Presenters: Bambi Willard, ELL Teacher; Jennifer Poole, ELL Teacher, Hall County Schools
This presentation will include how to create STEAM projects to go with GA standards. We will learn how to set up learning stations that support STEAM that will need very little changes to last for the year. Teachers will learn how their daily lessons can support language development and vocabulary development through supporting the STEAM model.

Rm. 242: To Define or Not to Define?
That is the Question! (1 T C)
Presenters: Michelle Slaton, Title III Resource Specialist/K-5 ESOL Coach, Forsyth County Schools
Rm. 242 cont’d Leave the dictionary at the door! Experience the power of using visuals and easily implemented cooperative learning techniques to understand and use new vocabulary quickly. Caution: if you DO NOT want to laugh, this is not the session for you.

Rm. 244: Can SLDS Help ME with ESOL? Absolutely! (1 T C D)
Presenters: Hubert Bennett, Training Manager, SLDS, Georgia Department of Education
Have you ever needed to know a little bit more about your students? During this session, we will demonstrate how you can

Rm. 244: cont’d review up to 12 years of educational records of any student in Georgia’s public schools. From your students’ previous attendance trends, transiency patterns and even their previous ACCESS scores. We will also review some of the hundreds of ESOL resources.

Rm. 460: How to Write an Effective Proposal (11)
Presenters: Amanda Richey, Associate Professor of TESOL, Kennesaw State University
In this presentation, participants will explore strategies for writing effective and engaging proposals from both practitioner and researcher standpoints. Participants will learn and practice strategies for writing conference proposals and small grant proposals while decoding some of the language found in a CFP (call for proposals).
## Thursday Morning at a Glance

<table>
<thead>
<tr>
<th>Room</th>
<th>9:50 am – 11:00am</th>
<th>11:10 am-12:20 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>Georgia’s NEW EL-ement Screener Form in SLDS</td>
<td>Can SLDS help me with ESOL? Absolutely!</td>
</tr>
<tr>
<td>213</td>
<td>Become Equipped to Effectively Co-teach Core Content Classes</td>
<td>Five Week Study Abroad - Ghanaian Perspective</td>
</tr>
<tr>
<td>217</td>
<td>Miracle Grow – the Journey of a Low Density ESOL School to Grow a Thriving Program</td>
<td>Simple Things You Can Do to Teach ELLs</td>
</tr>
<tr>
<td>221</td>
<td></td>
<td>Empathy to Advocacy</td>
</tr>
<tr>
<td>225</td>
<td>English Learner Family and School Engagement Strategies.</td>
<td>Communicating with Parents in a Language they can Understand</td>
</tr>
<tr>
<td>236</td>
<td>HyperDocs: A Tool for our Language Learners</td>
<td></td>
</tr>
<tr>
<td>242</td>
<td>Become Your Own Data Analyst. Different Ways of Digging in your EL Data to Help Focus on the Whole Child</td>
<td>Engaging EL Parents</td>
</tr>
<tr>
<td>244</td>
<td>ELs and Secondary School Course Scheduling</td>
<td>Oh! I See! Using Model Drawings to Solve Word Problems</td>
</tr>
<tr>
<td>248</td>
<td></td>
<td>Active, Dependable, Differentiated Strategies for All EL Learners</td>
</tr>
<tr>
<td>300</td>
<td>Making Language Visible in Writing Using Genre Pedagogy</td>
<td></td>
</tr>
<tr>
<td>460</td>
<td>How to Write an Effective Proposal</td>
<td>Engaging Students in Monitoring their Own Speaking Skills</td>
</tr>
</tbody>
</table>
Thursday
9:50 am- 11:00 am

Rm. 174: Georgia’s NEW EL-ement Screener Form in SLDS (11 T C D)
Presenters: Hubert Bennett, Training Manager, SLDS, Georgia Department of Education
Come and hear about how we can make managing your students’ screener information start off on the right foot with tools to expedite your EL registration process!

Rm. 213: Become Equipped to Effectively Co-teach Core Content Classes (12 T C D)
Presenters: Megan DeVoss, ESOL Teacher, Cherokee County Schools; Robert Griffin, Assistant Professor, University of West Georgia
Do you desire to be strengthened in your practice of effective co-teaching? This session will review theory, provide strategies and equip you with resources to assist you in generating success for English learners in your co-taught core content classes. We will discuss strategies embedded in the SIOP model, how to promote academic language acquisition, and measurements of student achievement. Join us in the pursuit of excellence amidst the rising popularity and implementation of co-teaching ELs.

Rm. 217: Miracle Grow – the Journey of a Low Density ESOL School to Grow a Thriving Program (11 T C D)
Presenters: Wendy Rhodes, Assistant Principal; Heather Brindle, ESOL Department Chairperson, Gwinnett County Schools
Discover the journey of Mountain View High School’s ESOL Program from limited ESOL support to a thriving ESOL program in three years. MVHS has a small percentage of ESOL students, but made the commitment to provide extensive support to the students by offering a wide range of courses in the sheltered instructional setting. Learn how MVHS built teacher capacity for the ESOL Program and created individualized schedules for every ESOL student to maximize FTE allotments.

Rm. 225: English Learner Family and School Engagement Strategies (12 T F C D)
Presenters: Amy Song, Family-School Partnerships Program Manager; Jacqueline Ellis, ESOL Program Specialist, Georgia Department of Education
Educating the whole child requires that the school provides ample instruction and care in all areas that allow for the students to access enriched curriculum and educational experiences at their level.

Rm. 236: HyperDocs: A Tool for our Language Learners (18 T C D)
Presenters: Giselle G. Kurth, ESOL Teacher, Atlanta Public Schools
Have you started using HyperDocs? Would you like to see some examples of HyperDocs? How can HyperDocs engage, educate and inspire our Language Learners.

Rm. 242: Become Your Own Data Analyst. Different Ways of Digging in your EL Data to Help Focus on the Whole Child (11 T C D)
Presenters: Anna Sargent, Director of ESOL, Title III, and Migrant Programs, Hall County Schools; Margaret Baker, Manager, Title III, Part A & ESOL Language Programs, Georgia Department of Education
Thursday  
9:50 am- 11:00 am  

Rm. 242 cont’d Participants will learn how one district uses a multitude of data to evaluate and measure effectiveness of different program elements in order to support the whole child.

Rm. 244: ELs and Secondary School Course Scheduling (12 T C)  
Presenters: Aziza B. Simmons, ESOL Teacher, Fayette County Schools  
Language minority students are unintentionally disenfranchised upon by school structures that effect their educational outcomes. Course scheduling, a big part of school organization is complex and requires insider knowledge of how it works and what options stakeholders may have in order for those stakeholders to benefit from said structures. High schools are meritorious in nature, which means students have to know their course placement options and what achievement is needed in order for students to use those courses towards their high school graduation ad moving forward with college or career choices.

Rm. 300: Making Language Visible in Writing using Genre Pedagogy (1 3 4 T F C D)  
Presenters: Ruslana Westerlund, Associate researcher at Wida, in Research and Development Division  
The session follow-up to the keynote address where we explored social justice in education through a language-based pedagogy. Participants will have an opportunity to see more examples of visible pedagogy in written genres used in language arts, science, and social studies. Participants will explore instructional approaches to how to apply those ideas in making written expectations more visible.

Rm. 460: How to Write an Effective Proposal (11)  
Presenters: Amanda Richey, Associate Professor of TESOL, Kennesaw State University  
In this presentation, participants will explore strategies for writing effective and engaging proposals from both practitioner and researcher standpoints. Participants will learn and practice strategies for writing conference proposals and small grant proposals while decoding some of the language found in a CFP (call for proposals).

Thursday  
11:10 am- 12:20 pm  

Rm. 174: Can SLDS Help Me with ESOL? Absolutely! (11 T C D)  
Presenters: Hubert Bennett, Training Manager, SLDS, Georgia Department of Education  
Have you ever needed to know a little bit more about your students? During this session we will demonstrate how you can review up to 12 years of educational records of any student in Georgia public schools. From your students’ previous attendance trends, transiency patterns, and even their previous ACCESS scores. We will also review some of the hundreds of ESOL resources.

Rm. 213: Five Week Study Abroad- Ghanaian Perspective (11 F C D)  
Presenters: Sherry Sutton, Teacher, Douglas County Schools  
This presentation will focus on Dr. Sutton’s five-week study abroad as a Fulbright Scholar to Ghana West Africa. She will discuss misconceptions about Ghana and offer insightful observations about the country, it’s language, culture and educational system. This will give many teachers a better understanding
Thursday
11:10 am - 12:20 pm

**Rm. 213 cont’d** of the rich culture that our West African students embrace and how it is juxtaposed with modern day American culture.

**Rm. 217: Simple Things You Can Do to Teach ELLs (12 T C D)**  
**Presenters: Bethanie Boswell, ESOL Lead Teacher, Forsyth County Schools**  
This session equips ELL educators with handy strategies and supports that can be easily incorporated into daily instructional practices with quite a few that can be employed at a moment’s notice (or close to it). The presenter shares successful techniques to instruct and assess ELLs at all levels in content and co-taught classes. Takeaways include a list of “50 Simple Things” to support ELLs that can be shared with colleagues.

**Rm. 221: Empathy to Advocacy (12 T C D)**  
**Presenters: Dawn Digsby, ESOL Teacher, Douglas County Schools**  
This presentation is a recap of action research utilizing student voice to facilitate change in attitudes toward teaching EL’s in the regular content classes.

**Rm. 225: Communicating with Parents in a Language They can Understand (11 T F C)**  
**Presenters: Amy Song, Family-School Partnerships Program Manager; Margaret Baker, Manager, Title III, Part A & ESOL Language Programs, Georgia Department of Education**  
This session will provide an overview of the translation/interpretation guidelines for schools found in OCR, Federal Programs and IDEA. EL Support Coordinator for Barrow County Schools, Ms. Julie Eldridge will share their school system’s plan for communicating with linguistically diverse parents. Participants will be introduced to the new School-Parent Communication Flowchart provided by Federal Programs and several other high-leverage resources for teachers and school.

**Rm. 242: Engaging EL Parents (11 T F C)**  
**Presenters: Tina Welch, Elementary ESOL Coach; Kallie Clack, Secondary ESOL Coach; Lisa Ward, Kindergarten ESOL Teacher, Rockdale County Schools**  
**Rm. 242 cont’d** Parent outreach for EL families is an important component of ESSA. Barriers of language, culture, and education level can make this difficult. Presenters in this session will share strategies for communicating with EL parents, helping families feel welcome at school events, and empowering parents to support their students academically. Resources provided will include links to electronic outlets, tangible supplies, and teacher-made foldables. Participants will create a foldable graphic organizer (in the style of one of the strategies – a DIY homework station). Our objective is for participants to return to their schools with tools they can use to increase parent outreach, support, and participation.

**Rm. 244: Oh! I See! Using Model Drawings to Solve Word Problems (1 2 3 5 T C D)**  
**Presenters: Kristie Fountain, Professional Learning Facilitator; David Herman, Mathematics Instructor, Dekalb County Schools**  
A picture is worth a thousand words. This interactive session will focus on using model drawings as a visual aid to help EL students master solving word problems and transition into Algebra. The problem-solving techniques presented in the session are aligned to the 8-step model drawing process and strategies from the Singapore Math Instructional model. Attendees will also learn how to use the concrete-
Thursday
11:10 am- 12:20 pm

Rm. 244 cont’d representation-abstract instructional design to improve the comprehension of mathematical concepts.

Rm. 248: Active, Dependable, Differentiated Strategies for All EL Learners (12 T C)
Presenter: Jane Moore, NBCT, Founder of MooreActions-Interactive Presentations for Educators, Georgia Cyber Academy
Learn by doing! Teachers will be actively engaged in this research-based and standards-based session. Teachers will create activities that they can use the next day; interact with their peers and apply these differentiated strategies to their own classroom. Teachers will not be sitting down for the session.

Rm. 460: Engaging Students in Monitoring their Own Speaking Skills (11 T C D)
Presenters: Diana Delaney, ESOL Teacher, Forsyth County Schools
Are your students nervous when they record on the ACCESS speaking test? Do
<table>
<thead>
<tr>
<th>Room</th>
<th>1:00 pm – 2:10 pm</th>
<th>2:20 pm – 3:30 pm</th>
</tr>
</thead>
<tbody>
<tr>
<td>174</td>
<td>Engaging Students in Monitoring their Own Speaking Skills</td>
<td>HyperDocs: A Tool for our Language Learners</td>
</tr>
<tr>
<td>213</td>
<td>Understanding EL Data in CCRPI: Is It Progress or Growth?</td>
<td>Teaching English for Academic Purposes – Academic Language Functions and Go-To Strategies for ELs in any Content Area</td>
</tr>
<tr>
<td>217</td>
<td></td>
<td></td>
</tr>
<tr>
<td>221</td>
<td>The Roles of Rigor and Relevance in the ESOL Classroom</td>
<td>Active, Dependable, Differentiated Strategies for All EL Learners</td>
</tr>
<tr>
<td>225</td>
<td>Utilizing Online Resources for ESOL Instruction</td>
<td>Utilizing Online Resources for ESOL Instruction</td>
</tr>
<tr>
<td>236</td>
<td></td>
<td>HyperDocs: A Tool for our Language Learners</td>
</tr>
<tr>
<td>242</td>
<td>Dually Served Students – Open the Door (2 Doors Down) to Better Access Scores</td>
<td></td>
</tr>
<tr>
<td>244</td>
<td></td>
<td>Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students</td>
</tr>
<tr>
<td>248</td>
<td>Making Biology Accessible for English Learners</td>
<td>Miracle Grow – the Journey of a Low Density ESOL School to Grow a Thriving Program</td>
</tr>
<tr>
<td>460</td>
<td></td>
<td>English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills</td>
</tr>
</tbody>
</table>
Thursday  
1:00 pm - 2:10 pm

**Rm. 174: Engaging Students in Monitoring their Own Speaking Skills (11 T C D)**  
**Presenters: Diana Delaney, ESOL Teacher, Forsyth County Schools**  
Are your students nervous when they record on the ACCESS speaking test? Do you want to monitor their speaking skills throughout the year? In this presentation, you will learn how to engage your students and help them monitor their own speaking skills. I will share practical ways to implement speaking goals and manage recordings during a busy week.

**Rm. 213: Understanding EL Data in CCRPI: Is It Progress or Growth? (11 D)**  
**Presenters: Margaret Baker, Manager, Title III, Part A & ESOL Language Programs; Jacqueline Ellis, ESOL Program Specialist, Georgia Department of Education**  
Situated in the Examine Progress step of the Problem-solving Cycle circling Georgia’s Systems of Continuous Improvement framework, this session will provide participants with an overview of how English Learners’ progress toward English language proficiency (ELP) is measured and reported in Georgia’s accountability system (CCRPI). Participants will leave with a basic understanding of EL students’ ELP growth as measured by ACCESS for ELLs 2.0 and their ELP progress as reported for CCRPI purposes.

**Rm. 221: The Roles of Rigor and Relevance in the ESOL Classroom (12 T C D)**  
**Presenters: Michelle Fidalgo, ESOL Teacher, Clayton County Schools**  
All of us acknowledge the power of knowing your students’ abilities. Our role as teachers leads us to consider the maximization of those abilities, especially in secondary education. How do we accomplish this goal? By maintaining the appropriate levels of interest and challenge in our learning environments. This presentation focuses on the work of the International Center for Leadership in Education and the theories of Bill Daggett in incorporating rigor into our classrooms and promoting relevance to generate student interest.

**Rm. 225: Utilizing Online Resources for ESOL Instruction (1 2 8 T F C)**  
**Presenters: Allyson George, Lead ESOL Teacher, Hall County Schools**  
Discussion of how an online informational platform has streamlined the dissemination of ESOL information. Additionally, I will discuss how I have implemented lexile-based literature circles using e-books in conjunction with our media specialist.

**Rm. 242: Dually Served Students – Open the Door (2 Doors Down) to Better ACCESS Scores (1 T C D)**  
**Presenters: Stacey Arnett, ESOL/IEL Lead Teacher, Cobb County Schools; Jennifer Roose, ESOL department Chair, IRR, Gwinnett County Schools**  
Open the door to better ACCESS scores for the Dually Served students is not as daunting as it appears. Writing SMART Goals is the current instrument; however infusing ACCESS scores with the WIDA Can Do Descriptors to write the goals smartly is a recipe for success.
Thursday
1:00 pm - 2:10 pm

**Rm 248: Making Biology Accessible for English Learners (13 TC)**

Presenters, Karen Kuhel, Associate Professor TESOL; Brendan Callahan, Associate Professor Biology Education, Kennesaw State University

This workshop will provide participants with specific knowledge, skills, and strategies to a) develop language objectives that will inform teaching language and Biology content simultaneously; b) incorporate specific reading strategies into lesson delivery; and c) develop both general academic and content specific vocabulary within context. Participants will have hands-on opportunities to work with activities. In addition, participants will receive a list of online resources and references.

Thursday
2:20 pm - 3:30 pm

**Rm. 213: Teaching English for Academic Purposes – Academic Language Functions and Go-To Strategies for ELs in any Content Area (12 T CD)**

Presenters: Adria Griffin, Title III Program Specialist; Jacqueline Ellis, ESOL Program Specialist, Georgia Department of Education

This interactive session will provide participants with an overview of two resources for teaching EL students: North Kansas City Schools Project EXCELL’s Go-To-Strategies and Dr. Kate Kinsella’s (San Francisco State University) 12 Academic Language Functions. The Go-To-Strategies, grounded in research-based principles of scaffold content and language input to students learning English. These instructional strategies can be applied across content areas in a variety of lessons.

**Rm. 221: Active, Dependable, Differentiated Strategies for All EL Learners (12 T C)**

Presenter: Jane Moore, NBCT, Founder of MooreActions-Interactive Presentations for Educators, Georgia Cyber Academy

Learn by doing! Teachers will be actively engaged in this research-based and standards-based session. Teachers will create activities that they can use the next day; interact with their peers and apply these differentiated strategies to their own classroom. Teachers will not be sitting down for the session.

**Rm. 225: Utilizing Online Resources for ESOL Instruction (12 8 T FC)**

Presenters: Allyson George, Lead ESOL Teacher, Hall County Schools

Discussion of how an online informational platform has streamlined the dissemination of ESOL information. Additionally, I will
Thursday
2:20 pm- 3:30 pm

Rm. 225 cont’d discuss how I have implemented lexile-based literature circles using e-books in conjunction with our media specialist.

Rm. 236: HyperDocs: A Tool for our Language Learners (1 8 T C D)
Presenters; Giselle G. Kurth, ESOL Teacher, Atlanta Public Schools
Have you started using HyperDocs? Would you like to see some examples of HyperDocs? How can HyperDocs engage, educate and inspire our Language Learners.

Rm. 244: Pre-Instructional Activities: Fun and Engaging Ways to Welcome Students (12 T C D)
Presenters: Jan Anglade, ESOL Teacher, Dekalb County Schools
Rm. 244 cont’d In this session, the presenter will share diverse pre-instructional activities that have been successfully implemented working with students at the Entering/Beginning levels of English language development. Academic sponge activities should be a fun and engaging way to welcoming the students to the classrooms as well as increasing their language acquisition. In addition, the session will provide time for attendees to share their own pre-instructional activities that everyone could use in their classrooms. Sharing is caring!

Rm. 248: Miracle Grow – the Journey of a Low Density ESOL School to Grow a Thriving Program. (12 T C D)
Presenters: Wendy Rhodes, Assistant Principal; Heather Brindle, ESOL Department Chairperson, Gwinnett County Schools

Rm. 248 cont’d Discover the journey of Mountain View High School’s ESOL Program from limited ESOL support to a thriving ESOL program in three years. MVHS has a small percentage of ESOL students, but made the commitment to provide extensive support to the students by offering a wide range of courses in the sheltered instructional setting. Learn how MVHS built teacher capacity for the ESOL Program and created individualized schedules for every ESOL student to maximize FTE allotments.

Rm. 460: English Learners’ Acquisition of Academic Language to Obtain Reading Comprehension Skills ((1 T C D)
Presenters: Mishka Barnes, ESOL Teacher, Atlanta Public Schools
Within the last decade, a large number of English Learners (El’s) have enrolled in the American School system. However, some teachers may not understand how to support these students in the classroom. Classroom teachers need to utilize different strategies to teach these students how to read. Although many of these students can read text and use problem-solving strategies to blend words and read fluently, they may experience difficulties understanding academic language. This presentation will provide and discuss effective reading comprehension strategies to help Els understand academic language in a classroom setting.
KSU Center Wifi Network: KSUGuest
Password: kennesaw

Floor Plan of KSU Center
Exhibitor List and Location

1. Imagine Learning
2. Huda Essa
3. Jmetik Maya
4. Hand2Mind
5. Dodge Learning Resources
6. Lexia Learning
7. Page, Inc
8. Townsend Press
Mon-Thurs Feb 4-7, 2019
ESOL Conference
**set-up by 3pm**