Alabama-Mississippi Teachers of English to Speakers of Other Languages

AMTESOL 2022
REACH ACROSS, REACH OUT, REACH UP

JACKSON CONVENTION COMPLEX
Jackson, Mississippi

ADVOCACY DAY
Thursday, January 27th

PRE-CONFERENCE INSTITUTE
Friday morning, January 28th

AMTESOL 2022
Friday afternoon, January 28th - Saturday morning, January 29th
AMTESOL was founded in 1982, and membership is open to everyone interested in and/or involved in the teaching and administration of programs in English as a second or foreign language. In Mississippi we have members from various intensive English programs and public school systems in places such as Hattiesburg, Starkville, and Oxford. In Alabama our members include ESL professionals from all over the state such as Mobile, Montgomery, Tuscaloosa, Huntsville, Birmingham, Gadsden, and numerous places in-between.

AMTESOL strives to serve the needs of intensive program teachers, administrators, graduate students, and K-12 teachers in the field of ESL. Historically speaking, AMTESOL provided one of the few opportunities for ESL professionals in Alabama and Mississippi to receive local support, professional development, and opportunities to share ideas and experience. Today, AMTESOL strives to continue this service in combination with support programs that may already be in place. Over the years, members of AMTESOL have emphasized that one of the greatest benefits of membership is the connections made in the field of ESL, many of which have endured for years.

**AMTESOL’s Mission**

- To collect and disseminate useful information about teaching English as a second language.
- To provide opportunities for interaction among ESL professionals.
- To identify and address TESOL problems of local, regional, and national concern.
- To stimulate professional development within the TESOL institutions of the area.
- To promote and actively support programs in local communities that will improve the teaching of English as a second language at all levels of education.
- To advocate for the recognition of the specialized nature of the TESOL profession on the local, state, and national levels.
## AMTESOL BOARD MEMBERS

**Enjoying the conference? Thank a Board Member!**  
**Do you have an interest in sharing your skills to further the goals of AMTESOL?**  
**Talk to a Board Member about ways to get involved.**  
*“Volunteers do not necessarily have the time; they just have the HEART” – Elizabeth Andrew*

### EXECUTIVE BOARD

<table>
<thead>
<tr>
<th>Leader-ship</th>
<th>President</th>
<th>Heidi Goertzen [RMC Research] <a href="mailto:hgoertzen@rmcres.com">hgoertzen@rmcres.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Vice President</td>
<td>Lynn Fuller [Madison County Schools, MS] <a href="mailto:lfuller@madison-schools.com">lfuller@madison-schools.com</a></td>
</tr>
<tr>
<td></td>
<td>Incoming Vice President</td>
<td>Andrea Word [University of AL in Huntsville] <a href="mailto:worda@uah.edu">worda@uah.edu</a></td>
</tr>
<tr>
<td></td>
<td>Immediate Past President</td>
<td>Tracy Koslowski [University of Mississippi] <a href="mailto:tcase@olemiss.edu">tcase@olemiss.edu</a></td>
</tr>
</tbody>
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### Executive Team

<table>
<thead>
<tr>
<th>Secretory</th>
<th>Kacey Cole [University of Southern Mississippi] <a href="mailto:kacey.cole@usm.edu">kacey.cole@usm.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Co-Secretary</td>
<td>Joni Sue Bair [Decatur City Schools, AL] <a href="mailto:joni.bair@dcs.k12.al.us">joni.bair@dcs.k12.al.us</a></td>
</tr>
<tr>
<td>Treasurer &amp; Registration</td>
<td>Josephine Prado [UAB] <a href="mailto:jprado@uab.edu">jprado@uab.edu</a></td>
</tr>
<tr>
<td>Co-Treasurer &amp; Co-Registration; Webmaster</td>
<td>Lisa M. Preston [UAB] <a href="mailto:contact@amtesol.org">contact@amtesol.org</a></td>
</tr>
<tr>
<td>CEUs for AL Teachers</td>
<td>Marty Hatley [Boaz City Schools] <a href="mailto:mhatley@boazk12.org">mhatley@boazk12.org</a></td>
</tr>
<tr>
<td>CEUs for MS Teachers</td>
<td>Katherine Carr [Harrison County Schools, MS] <a href="mailto:kcarr@harrison.k12.ms.us">kcarr@harrison.k12.ms.us</a></td>
</tr>
<tr>
<td>SETESOL Representative</td>
<td>Susan Spezzini [UAB] <a href="mailto:spezzini@uab.edu">spezzini@uab.edu</a></td>
</tr>
<tr>
<td>Publisher Liaison</td>
<td>Mary Diamond [Auburn University] <a href="mailto:mary.diamond@auburnglobal.org">mary.diamond@auburnglobal.org</a></td>
</tr>
<tr>
<td>Board Emerita</td>
<td>Julia Austin [Retired, Tuscaloosa, AL] <a href="mailto:juliaaustin@bellsouth.net">juliaaustin@bellsouth.net</a></td>
</tr>
</tbody>
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### MEMBERS-AT-LARGE

#### Alabama

<table>
<thead>
<tr>
<th>P-12 North</th>
<th>Vacant Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>P-12 South</td>
<td>Bette-Jean Toub [Ozark City Schools, AL]</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Gwendolyn Williams [Auburn University] <a href="mailto:gmw0015@auburn.edu">gmw0015@auburn.edu</a></td>
</tr>
<tr>
<td>Language Institute</td>
<td>Amy P. Taylor [University of Alabama] <a href="mailto:amy.p.taylor@ua.edu">amy.p.taylor@ua.edu</a></td>
</tr>
<tr>
<td>Adult Ed/Comm. College</td>
<td>Vacant Position</td>
</tr>
<tr>
<td>Community/Advocacy</td>
<td>Nancy Blanco [Birmingham City Schools] <a href="mailto:nblanco@bhm.k12.al.us">nblanco@bhm.k12.al.us</a></td>
</tr>
<tr>
<td>Non-Native Eng. Speaker</td>
<td>Sunyong Song [Athens State University] <a href="mailto:sunyong.song@athens.edu">sunyong.song@athens.edu</a></td>
</tr>
</tbody>
</table>

#### Mississippi

<table>
<thead>
<tr>
<th>P-12 North</th>
<th>Jennifer Wright [Pontotoc County Schools, MS] <a href="mailto:jwright@pcsd.ms">jwright@pcsd.ms</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>P-12 South</td>
<td>Michelle Johnston [Harrison County, MS] <a href="mailto:tjohnston@harrison.k12.ms.us">tjohnston@harrison.k12.ms.us</a></td>
</tr>
<tr>
<td>Teacher Education</td>
<td>Vacant Position</td>
</tr>
<tr>
<td>Language Institute</td>
<td>Ann Morris [University of Southern Mississippi, ELI] <a href="mailto:ann.morris@usm.edu">ann.morris@usm.edu</a></td>
</tr>
<tr>
<td>Adult Ed/Comm. College</td>
<td>Vacant Position</td>
</tr>
<tr>
<td>Community/Advocacy</td>
<td>Beth Coghlan [Pontotoc County Schools, MS] <a href="mailto:bcoghlan@pcsd.ms">bcoghlan@pcsd.ms</a></td>
</tr>
<tr>
<td>Non-Native Eng. Speaker</td>
<td>Michael Baird [Desoto County Schools, MS] <a href="mailto:michael.baird@dcmsms.org">michael.baird@dcmsms.org</a></td>
</tr>
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</table>

### COMMITTEE CHAIRS

<table>
<thead>
<tr>
<th>2022 Conference</th>
<th>Lynn Fuller [Madison County Schools, MS] <a href="mailto:lfuller@madison-schools.com">lfuller@madison-schools.com</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Advocacy Committee</td>
<td>Jamie Harrison [Auburn University] <a href="mailto:jih0069@auburn.edu">jih0069@auburn.edu</a></td>
</tr>
<tr>
<td>Outreach Committee</td>
<td>Vacant Position</td>
</tr>
</tbody>
</table>

### LIAISONS OTHER ENTITIES

<table>
<thead>
<tr>
<th>AL State Dept. of Ed.</th>
<th>Michele Lee [ALSDE] <a href="mailto:mlee@alsde.edu">mlee@alsde.edu</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>MS State Dept. of Ed.</td>
<td>Sandra Elliott [MSDE] <a href="mailto:sellott@mdek12.org">sellott@mdek12.org</a></td>
</tr>
<tr>
<td>AL Leaders Advocating ELs</td>
<td>Vacant Position</td>
</tr>
<tr>
<td>AL Interpreters &amp; Translators Assoc. (ITA)</td>
<td>Ann Marie Batista [Huntsville City Schools, AL] <a href="mailto:ann.batista@hsv-k12.org">ann.batista@hsv-k12.org</a></td>
</tr>
<tr>
<td>MS Professional Assoc. of Interpreters &amp; Translators (PAMIT)</td>
<td>Vacant Position</td>
</tr>
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</table>
Dear AMTESOL Members,

And just like that, here we are, back to our face-to-face conference format! The AMTESOL Board is extremely excited to see its members together again here in Jackson, Mississippi for the AMTESOL 2022 Conference. On behalf of the AMTESOL Board, I would like to welcome you back.

But we all know it really doesn't happen “just like that”. Our Conference Chair, Lynn Fuller, not only put in endless hours ensuring our 2021 virtual conference was a success, but she has also been commendable in planning for a successful conference here in Jackson! Be sure to give Lynn a pat on the back when you see her and congratulate her for a job well done, two years in a row.

With this year’s theme, *Reach Across, Reach Out, Reach Up*, we invite you to an exciting three-day event and hope you can attend in its entirety. You won’t want to miss our Keynote Address Friday evening with Dr. Diane Staehr Fenner. And as a bonus, you will receive her book *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity* as part of your Friday-Saturday attendance at this year’s conference. So, we invite you to come and enjoy this time with friends and colleagues, learning and sharing more about our field to support our most important mission of language teaching and learning.

We look forward to seeing you!

*Heidi Goertzen*
2022 AMTESOL President
Safety Guidelines

Masks coverings are required (per city mandate)

Sanitizing stations throughout the meeting areas

Mini sanitizers will be provided in every tote courtesy of Visit Jackson

Meeting rooms will be sanitized.

AMTESOL kindly suggests that all participants receive their COVID-19 vaccinations.

amtesol.org
We would like to extend special appreciation to our Silver Sponsor and Exhibitors. Their support is instrumental in allowing AMTESOL to host excellent conferences every year where ESOL educators hone their knowledge and skills to continue teaching English learners.

**SILVER SPONSOR**

iTEP®

*International Test of English Proficiency*

**EXHIBITORS**

- BAILEY EDUCATION GROUP, LLC
  *Improving The Lives Of All Children*

- ELEVATION

- AEA
  *ALABAMA EDUCATION ASSOCIATION*

- SEAS EDUCATION

- imagine learning

- Townsend Press

- Jakšik Maya
# 2022 AMTESOL Conference Schedule

## Thursday 27th Jan

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>8:00-11:00am</td>
<td>Conference Registration – Main Lobby</td>
</tr>
<tr>
<td>9:30-10:30am</td>
<td>Speaker: Amelia Steadman McGowan (MS Center for Justice)</td>
</tr>
<tr>
<td>10:30-10:45am</td>
<td>Coffee/Beverage Break – Main Lobby</td>
</tr>
<tr>
<td>10:45-11:45am</td>
<td>Speaker: L. Patricia Ice (Mississippi Immigrants’ Rights Alliance)</td>
</tr>
<tr>
<td>12:00-1:00pm</td>
<td>Lunch – Ballroom A/B</td>
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### Advocacy Day

<table>
<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>1:00-2:00pm</td>
<td>Speaker: Carlos E. Alemán (The Hispanic Interest Coalition of AL)</td>
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<tr>
<td>2:00-2:10pm</td>
<td>Break</td>
</tr>
<tr>
<td>2:10-3:00pm</td>
<td>Q &amp; A with Guest Speakers</td>
</tr>
<tr>
<td>3:00-3:50pm</td>
<td>Workshop: Advocacy in TESOL: An Overview and Call to Action</td>
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<tr>
<td>3:50-4:00pm</td>
<td>Break</td>
</tr>
<tr>
<td>4:00-5:00pm</td>
<td>Lightning Rounds</td>
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<tr>
<td>4:00-6:00pm</td>
<td>Conference Registration – Main Lobby</td>
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## Friday 28th Jan

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>7:30am-6:00pm</td>
<td>Conference Registration – Main Lobby</td>
</tr>
<tr>
<td>9:00am-12:00pm</td>
<td>Pre-Conference Institute Workshops</td>
</tr>
<tr>
<td>10:30-10:45am</td>
<td>PCI Coffee/Beverage Break – Main Lobby</td>
</tr>
<tr>
<td>12:00-1:00pm</td>
<td>Lunch for PCI attendees – Ballroom A/B</td>
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### PCI

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<thead>
<tr>
<th>Time</th>
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<tbody>
<tr>
<td>1:00-6:00pm</td>
<td>Exhibitors – Main Lobby</td>
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<tr>
<td>1:00-1:45pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>2:00-2:45pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>2:45-3:00pm</td>
<td>Coffee/Beverage Break – 2nd Floor</td>
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<tr>
<td>3:00-3:45pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>4:00-4:45pm</td>
<td>Concurrent Sessions</td>
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<tr>
<td>4:45-6:00pm</td>
<td>Poster Sessions &amp; Networking – Main Lobby</td>
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<tr>
<td>4:45-6:00pm</td>
<td>AMTESOL Executive Board Meeting – Room 209</td>
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<tr>
<td>6:30-7:30pm</td>
<td>Dinner – Ballroom A/B</td>
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<tr>
<td>7:30-8:30pm</td>
<td>Keynote Address: Diane Staehr Fenner, PhD – Ballroom A/B</td>
</tr>
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</table>

## AMTESOL 2022 Conference

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<tr>
<td>7:00-9:00am</td>
<td>Conference Registration – Main Lobby</td>
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<tr>
<td>7:30-9:00am</td>
<td>Continental Breakfast – Ballroom A/B</td>
</tr>
<tr>
<td>8:00am-12:00pm</td>
<td>Exhibitors - Main Lobby</td>
</tr>
<tr>
<td>8:00-8:20am</td>
<td>AMTESOL Business Meeting – Everyone Invited - Ballroom A/B</td>
</tr>
<tr>
<td>8:30-10:15am</td>
<td>Workshop: Culturally Responsive Teaching (Diane Staehr Fenner, PhD) - Ballroom D</td>
</tr>
<tr>
<td>9:00-9:45am</td>
<td>Concurrent Sessions</td>
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<tr>
<td>10:00-10:45am</td>
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EMPOWERING TEACHERS BY BUILDING SUCCESSFUL ONLINE LEARNING ENVIRONMENTS

Join the Conversation! Visit Sherry at the dedicated iTEP exhibit booth on January 28-29th, 2022

Sherry Mazin
Manager of Business Development, USA
Itmazin@iteponline.com

PRESENTER RESOURCES

Session slides and handouts provided by Presenters will be available for 90 days post-conference on this password-protected page:

www.amtesol.org/2022-resources
ADVOCACY DAY
Thursday, January 27

9:30-10:30am  Speaker: Amelia Steadman McGowan (Mississippi Center for Justice)
10:30-10:45am Coffee/Beverage Break – Main Lobby
10:45-11:45am Speaker: L. Patricia Ice (Mississippi Immigrants' Rights Alliance)
12:00-1:00pm  Lunch – Ballroom A/B Choice of roast beef, Virginia baked ham, smoked turkey breast or vegetarian sandwiches, served on fresh-baked breads and rolls; potato salad; dessert
1:00-2:00pm  Speaker: Carlos E. Alemán (The Hispanic Interest Coalition of Alabama)
2:00-2:10pm  Break
2:10-3:00pm Q & A with Guest Speakers
3:00-3:50pm Workshop: Advocacy in TESOL: An Overview and Call to Action
3:50-4:00pm Break
4:00-5:00pm Lightning Rounds: Individual advocates from MS and AL sharing their work

Amelia Steadman McGowan, J.D., serves as director of immigration law at the Mississippi Center for Justice, a home-grown public interest law firm committed to advancing racial and economic justice. Amelia is also an adjunct professor of Mississippi College School of Law, where she teaches immigration law and has directed the school’s Immigration Clinic since its founding in 2016. Her work focuses on representing asylum seekers in appellate proceedings. Amelia is a Mississippi native and holds a B.A. in History and Spanish from the University of Southern Mississippi, an M.A. in Latin American Studies from Tulane University, and a J.D. from Tulane Law School. As a student, Amelia studied abroad in Vietnam and participated in a cultural exchange program in Panamá.

L. Patricia Ice, J.D., is an attorney and Legal Project Director of the Mississippi Immigrants' Rights Alliance (MIRA). In that role, she provides legal services to immigrant families in selected cases. She also advocates on behalf of immigrants in the community, at the state legislature and on Capitol Hill in Washington, DC. Patricia developed an interest in immigration law after serving as a United States Peace Corps volunteer English teacher in Porto Novo, Benin in the 1980s and after teaching English in the Philippines, and in Haiti and Honduras, as a U.S. Information Agency English Teaching Fellow. A native of Detroit, Patricia is a graduate of Spelman College (B.A.), Ohio University (M.A. Linguistics) and Wayne State University (J.D. and M.L.I.S.). Ice is admitted to practice law in Michigan, Mississippi, New Mexico and the U.S. Supreme Court. In the fall of 2021 Patricia taught English to Guatemalan women at the Madison Countians Allied Against Poverty (MadCAAP) in Canton, MS. She is married to long time labor activist and MIRA co-founder and executive director, Bill Chandler. She and Chandler live in Jackson with their two dogs and two cats.

Carlos E. Alemán, Ph.D., is ¡HICA!’s Chief Operation Officer and will become its CEO in January 2022. Carlos is a first-generation immigrant from Nicaragua who grew up in San Francisco’s Mission District. He and his family are deeply rooted in the Birmingham, Alabama community, exemplified by his civic commitments. In August 2020, Carlos was elected to Homewood's City Council, becoming the first Latino elected to public office in Alabama. Carlos is a board member of several organizations including the National Partnership of New Americans (NPNA), the Alabama Business Charitable Trust Fund, the Birmingham Civil Rights Institute, Alabama Forward, Red Mountain Park, and the Literacy Council of Central Alabama. Prior to joining ¡HICA!’s staff, Carlos was an assistant professor of history at Samford University. He earned a Ph.D. in history, with fields in Latin America, immigration and race at Michigan State University. Carlos also has bachelor’s degrees in history and Latin American and Latino studies from the University of California, Santa Cruz.
ADVOCACY DAY
Thursday, January 27
4:00-5:00pm Lightning Rounds

Advocating in the Community: Supporting EL Families through EL Family Night
This EL teacher team advocates for EL families through EL Family Nights where families are taught how to use the technology their students use in school, such as Canvas and Active Student, in their native languages. This empowers the parents and families to help their children. Family Nights are also a way to bring families to the school for a night of food and fun, giving parents the confidence and opportunity to interact with teachers and administrators at the school. Family Nights have become a successful tool for advocacy over the years in the Pontotoc County School District.

Letitia Ruiz is a former EL student who is giving back to her community by now teaching English Learners. [lruiz@pcsd.ms]

Susan Russell is a certified EL teacher with 17 years of experience teaching elementary EL and general education classes. [srussell@pcsd.ms]

Jennifer Wright is an EL teacher, AMTESOL Board Member, and the first teacher in Mississippi to complete National Boards in ENL. [jwright@pcsd.ms]

Beth Coghlan, Ph.D., is an EL teacher, NCBT, and AMTESOL Board Member with 28 years of experience in education in various settings. [bcoghlan@pcsd.ms]

Know Them, Love Them, Challenge Them!
Hear the motivational perspective of an ESL teacher who is a former EL student, highlighting the impact of caring and nurturing teachers on EL students and their education.

Edmund Martinez is a former EL student, a third-year ESL teacher, and a graduate student at the University of Alabama at Birmingham. [Edmund.martinez@rcs.k12.al.us]

Second Language Teachers as Motivators During and Post the Pandemic
During the pandemic, educational institutions switched to virtual learning instead of in-person classes. Motivation in second language acquisition in learning and teaching has been widely discussed in sociolinguistics by many researchers. For example, Guilloteaux and Dörnyei (2008) investigated the positive effects of the motivational strategies used in classroom settings. Not only learners should be involved in recruiting motivation in the educational field, but teachers also play a significant role. In this presentation, feedback and suggestions of ESL teachers will be revealed.

Yasmine Sedeek is a Ph.D. student and graduate instructor in the Arabic Flagship at the University of Mississippi. [ysedeek@go.olemiss.edu]

Samah Dulli is a Ph.D. student at the University of Mississippi and has teaching experience from KSA. [smdulli@go.olemiss.edu]

Social and Emotional Learning (SEL) Advocacy
SEL is a popular term now but wasn't always a pedagogy that was advocated. SEL and Best Practices go together for all learners, especially ELs and SLIFE students. Ironically, all students have experienced interrupted schooling since the pandemic began and virtual education became the norm. Creating awareness for teachers and incorporating SEL strategies in districts and classrooms establishes that safe environment, which results in trust and a breakdown of many academic barriers. SEL in the classroom is more than a buzz word of the educational atmosphere - it is vital to the times in which we are currently teaching.

Tiffany Brown is an NBCT: ENL and 14-year educator of ESL and Sheltered Instruction ELA for Mobile County, AL. [tbrown4@mcpss.com]
PCI Workshop A: What Every K-12 Teacher Should Know about ESL (Room 201)

If you have ever been asked to prepare a training or lead a PLC related to English learners in your building and wondered exactly what to include, then this session is for you! This presentation is designed to provide educators of English learners with support in providing professional development or leading professional learning communities (PLCs) for other school educators. This highly interactive session will focus on:

1. High leverage topics that will provide classroom teachers with background information and strategies to support English learners in content areas,
2. Strategies for actively engaging adult participants, and
3. Leveraging the knowledge base of your audience.

Participants will receive topics and slides for leading PLCs or other professional development opportunities as well as resources for further training ideas.

Sandra Elliott has served as a classroom teacher for over 25 years for grades 2 through middle school in Ohio and in Mississippi. She has also served as an educational program facilitator and a building interventionist. Throughout her career, she has been dedicated to meeting the needs of English learners and struggling students. She is currently the English Learner Intervention Support Specialist for the Mississippi Department of Education (Pre-K-12). In this role, she provides professional development and technical support to teachers and administrators throughout the state on best practices, instructional guidelines, intervention strategies and instructional strategies to support English learner students. [selliott@mdek12.org]

Michele Lee, Ed.S., is an Education/EL Specialist for the Alabama State Department of Education where she provides professional learning and technical support to educators and administrators on best practices, instructional guidelines, and instructional and intervention strategies to support English learners. She has been in education for 24 years as a high school teacher, 3rd grade teacher, special education teacher, ESL teacher, and as a regional ESL coach for the state of Alabama. A graduate of the University of Alabama at Birmingham, Michele received her bachelor's degree in Elementary Education, master's degrees in Collaboration and English as a Second Language, and an Educational Specialist's degree in Teacher Leadership. Michele serves on the board of the Alabama-Mississippi TESOL affiliate (AMTESOL) and has given presentations at conferences in Alabama and nationally. [mlee@alsde.edu]
PCI Workshop B: Overcoming Low Literacy Levels and Limited Educational Backgrounds (Room 203)

Low literacy compounds the challenges of "doing school" for EL students. Many EL students are not just learning the language, but also are learning how to participate in a classroom setting. Literacy for EL students means learning the educational culture as well as navigating their new community. Participants in this workshop will experience ways to connect literacy to content learning to help English learners develop literacy through authentic experiences. This workshop will teach strategies for English learners to develop literacy along with cultural connections and perspectives. An emphasis will be placed on the main components that help ELs become successful readers, including both technological tools as well as language literacy.

**Nancy Turbyfill** teaches sheltered instruction reading and language arts to high school students at The EXCEL Center, Decatur High School, and Austin High School in Decatur, Alabama. She holds a B.A. in English from Athens State University, an M.A.Ed. in secondary language arts from The University of North Alabama, and has completed additional graduate coursework in TESOL from the University of Alabama in Huntsville and the University of West Alabama. [nancy.turbyfill@dcs.k12.al.us]

**Joni Sue Bair** is an EL newcomer teacher at The EXCEL Center, Decatur City Schools, in Decatur, Alabama. She has 16 years of experience teaching, coaching, and mentoring EL students and content teachers K-12. She holds a Master's degree in Elementary Education from the University of West Alabama and a Master's in ESL from the University of Alabama in Huntsville. She is currently working on an Ed.S. in Teacher Leadership from the University of West Alabama. [joni.bair@dcs.k12.al.us]

**Kelly Waters Elmore** is the ESL coach at Decatur High School in Decatur, Alabama. She holds a B.A. in social studies from the University of Montevallo and an M.A.Ed. in differentiated instruction with an emphasis on ESL instruction from the University of Alabama in Huntsville. She holds certifications in secondary social studies and K-12 ESL instruction. [kelly.elmore@dcs.k12.al.us]

**Johanna Folds** is currently in her second year as an EL Coach at Austin Junior High School in Decatur, AL. She has a Bachelor’s degree in English Language Arts with a minor in Education and has previously taught English Language Arts at Decatur High School. [virginia.folds@dcs.k12.al.us]

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**BAILEY EDUCATION GROUP, LLC**

*Improving The Lives Of All Children*
PCI Workshop C: Shifting Demographics in the Postsecondary Context: Who We Serve and How Best to Serve Them (Room 205)

This workshop focuses on identifying the increasing diversity of needs among nonnative English-speaking students in postsecondary settings. Traditionally, in the U.S. colleges and universities, nonnative English-speaking students were synonymous with 'international students.' However, in recent years policy shifts at the national, state, and local levels have led to shifts in the population of students who need support as nonnative speakers of English pursuing advanced degrees. In our region, there are growing numbers of English Learners (ELs) who are completing high school here in the States but need support as they matriculate into our colleges and universities. As international student numbers decline and EL numbers increase, ESL specialists in postsecondary settings are faced with a new challenge: identifying exactly who we serve and how best to serve them.

Participants will be presented with strategies to ensure that all students from diverse language backgrounds are identified as they enter the institution, program offerings are responsive to the range of needs and backgrounds these students represent, and outreach to institutional faculty and staff is effective in providing support for students as they move into academic programs. The session will encourage sharing of current policies and programming across institutions as well as specific steps for implementing comprehensive support for our students.

Andrea Word, Ed.D., has worked in the field of TESOL for over 25 years. As Director of the Intensive Language and Culture Program (ILC) at The University of Alabama in Huntsville (UAH), she created the unit that met the needs of nonnative English-speaking students as they prepared to enter undergraduate and graduate programs at the university. In 2016, her responsibilities shifted to focus on P-12 teacher training in ESOL within the Department of Curriculum and Instruction in UAH's College of Education, where she delivers core courses for the M.Ed. ESOL, MAT ESOL, and TESOL Certificate programs. She has remained a resource in ESL at UAH and consults regularly with administration on issues pertaining to the shifting demographics and needs of nonnative English-speaking students entering the university, as well as the evolving design of programs to serve linguistically diverse learners. [andrea.word@uah.edu]

PCI Workshop D: Sheltered Instruction for K-12 Content Classrooms (Room 207)

This interactive workshop will introduce participants to sheltered instruction for multilingual students in content classes (examples from science, social studies, and math content areas will be used).

By the end of the workshop, participants will be able to:

1. Identify several strategies for making content comprehensible to learners
2. Write content and language objectives (and understand why it is important to have both)
3. Use strategies for teaching academic vocabulary
4. Use tools and strategies for teaching reading and notetaking.

This is an excellent session for participants who teach content-area subjects and have not received formal training in sheltered instruction models, such as Sheltered Instruction Observation Protocol (SIOP).

Lori Edmonds, Ph.D., is a teacher educator who supports all educators in their pursuit to create inclusive learning environments. During the last 14 years, Lori has taught ESOL classes at the secondary and tertiary levels. She has also instructed teacher education courses focusing on effective methodology for multilingual learners with a strong focus on equity and inclusivity. Dr. Edmonds grounds her research in funds of knowledge and biographical narratives in culturally-diverse classrooms. Prior to her career in ESOL, Lori was a therapeutic treatment parent for children in the foster care system. During that time, she also provided literacy tutoring and recreational programs to engage youth in the Baltimore City neighborhood where she lived. Lori has served on the boards of Maryland and Carolina TESOL and served as Carolina TESOL Executive Board President. She has also served on school boards in both urban and rural settings. [consulting@loriedmonds.com]

Lunch for PCI Attendees: 12:00-1:00pm

Iron-seared, BBQ catfish filet served with Mississippi "Caviar", roasted corn, and a tropical fruit salsa
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NETWORKING SESSION

Friday 4:45-6:00pm
Main Lobby

facebook.com/amtesol
# AMTESOL 2022 Session Overview

Friday, January 28

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<th>Time</th>
<th>Ballroom D</th>
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<tbody>
<tr>
<td>9:00am-12:00pm</td>
<td>Workshop A: What Every K-12 Teacher Should Know About ESL</td>
<td>Workshop B: Overcoming Low Literacy Levels &amp; Limited Educational Backgrounds</td>
<td>Workshop C: Shifting Demographics in the Postsecondary Context: Who We Serve &amp; How Best to Serve Them</td>
<td>Workshop D: Sheltered Instruction for K-12 Content Classrooms</td>
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<td>12:00-1:00pm</td>
<td>Lunch for the Pre-Conference Institute Attendees – Grand Ballroom A/B</td>
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<td>1:00-1:45pm</td>
<td>Story Telling: The Untold Story</td>
<td>The Value of Culture in a Multilingual Classroom in Rural Alabama</td>
<td>Reach to CLASS &amp; ATTAIN Improved Outcomes for EL Students</td>
<td>It’s All About Perspectives: Tales of Three Multilingual Educators</td>
<td>Building Background &amp; Activating Prior Knowledge for EL Students</td>
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<tr>
<td>2:00-2:45pm</td>
<td>3-Steps to a Deeper Classroom – Supporting Language Learners through Conversations</td>
<td>Reaching Out for Comprehension</td>
<td>Ellevation: Empower Educators to Go Beyond Compliance &amp; Impact Instruction</td>
<td>Reaching Out &amp; Helping LTELs Reach Up to their Potential</td>
<td>Reaching Multilingual Learners through World Language Enhancement</td>
<td>Reaching Adult Learners in a Virtual Community Based ESOL Class</td>
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<td>2:45-3:00pm</td>
<td>Coffee/Beverage Break – 2nd Floor</td>
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<td>3:00-3:45pm</td>
<td>Engaging &amp; Supporting Families of ELs</td>
<td>No Newcomer Center? No Problem: Welcoming &amp; Educating Secondary Newcomers</td>
<td>The Accidental Advocate</td>
<td>Reach Out &amp; Across for Grants that Empower Your Teaching</td>
<td>Academic &amp; Social Acculturation Experiences of Underschooled Secondary Students</td>
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<td>4:00-4:45pm</td>
<td>Moving Online in March &amp; Moving Forward</td>
<td>Expanding Our Reach – Inviting Our Community into ESL Programs</td>
<td>Diversity in a Small Town</td>
<td>Highly Effective EL Committee Meetings Using RTI2 Principles</td>
<td>Town &amp; Gown: Utilizing Resources in College-Town Schools</td>
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<td>4:45-6:00pm</td>
<td>Poster Sessions &amp; Networking – Main Lobby</td>
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<td>6:30-8:30pm</td>
<td>Dinner &amp; Keynote Address: Diane Staehr Fenner, Ph.D. (Ballroom A/B)</td>
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<td>201</td>
<td>Story Telling – The Untold Story</td>
<td>Story telling is a strategy meant to capture the senses, mind, and heart. Used effectively, story telling can be used to draw in your ELs and connect them with the content. &lt;br&gt;<strong>Mindy Stringfield</strong> is a recently retired English teacher with a passion to mentor teachers of English Language Learners. [<a href="mailto:stringfield.mindy@gmail.com">stringfield.mindy@gmail.com</a>]</td>
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<td>203</td>
<td>The Value of Culture in a Multilingual Classroom in Rural Alabama</td>
<td>Learn successful examples of effective ways to build connections with multilingual learners through culturally responsive teaching at elementary and middle school levels, engaging diverse learners in the system with the largest enrollment percentage of English Learners in Alabama. &lt;br&gt;<strong>Mónica Farris, Ed.S.</strong> is a Guatemalan native in her 19th year of teaching, is National Board Certified, and passionate about impacting the next generation. [<a href="mailto:monica.farris@rcs.k12.al.us">monica.farris@rcs.k12.al.us</a>] &lt;br&gt;<strong>Carley Andrews</strong> is a 6th year ESL teacher pursuing National Board Certification and has experience working with elementary through adult age students. [<a href="mailto:carley.andrews@rcs.k12.al.us">carley.andrews@rcs.k12.al.us</a>] &lt;br&gt;<strong>Dalany Roberts</strong> is a third grade teacher at Russellville Elementary School, Alabama, and is passionate about providing an inclusive classroom environment. [<a href="mailto:dalany.roberts@rcs.k12.al.us">dalany.roberts@rcs.k12.al.us</a>]</td>
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<td>205</td>
<td>Reach To CLASS and ATTAIN Improved Outcomes for EL Students</td>
<td>This presentation will be a demonstration of the SEAS Education programs CLASS and Attain for EL plan management. We will review CLASS to find the actual instructional gap for your students in all core areas, including PreK and transition skills, and to use that tool to progress and monitor gains from instruction and ATTAIN to manage EL plans. &lt;br&gt;<strong>Wendy Rogers</strong> is a retired MS educator now serving as a Business Executive for SEAS Education. [<a href="mailto:wendy.rogers@seaseducation.com">wendy.rogers@seaseducation.com</a>]</td>
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<td>209</td>
<td>It's All About Perspectives: Tales of Three Multilingual Educators</td>
<td>What does it feel like to be a multilingual learner (ML)? Multilingual educators share their stories of being second language learners and relate how these experiences influenced them to become teachers of Mls. &lt;br&gt;<strong>Robin Stutts, Ed.S.</strong> has been an educator for over 22 years, including teaching 3rd grade and ESL. She is now serving her 7th year as a Regional EL Specialist for the ALSDE. [<a href="mailto:rstutts@alsde.edu">rstutts@alsde.edu</a>] &lt;br&gt;<strong>Mayté Cotton</strong> has been an educator for 23 years, including teaching Special Education and ESL. She is now serving her 5th year as a Regional EL Specialist at the ALSDE. [<a href="mailto:mcotton@alsde.edu">mcotton@alsde.edu</a>] &lt;br&gt;<strong>Lorena Lucas Hernández</strong> was born in Mexico and raised in Russellville, Alabama. She is a DACA recipient and teaches English Learners at Tharptown Elementary School. [<a href="mailto:lorenahernandez@franklin.k12.al.us">lorenahernandez@franklin.k12.al.us</a>]</td>
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<td>209</td>
<td>Building Background and Activating Prior Knowledge for EL Students</td>
<td>Learn more about the importance of building background and activating prior knowledge when introducing a new topic to EL students. &lt;br&gt;<strong>Dellanira Sullivan</strong> was born in Colombia and has always been interested in Second Language Acquisition. [<a href="mailto:dsullivan@pgsd.ms">dsullivan@pgsd.ms</a>] &lt;br&gt;<strong>Lauren Carpenter</strong> has been teaching English for 15 years and has found a passion for teaching ELs. [<a href="mailto:lcarpenter@pgsd.ms">lcarpenter@pgsd.ms</a>]</td>
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### Three Steps to a Deeper Classroom – Supporting Language Learners through Conversations

B/Rm D 201

This workshop introduces a 3-Step Process for conversations that any teacher can learn quickly and apply to drive language learning and the acquisition of social emotional learning skills in students.

*Steve Fouts, Ed.D.*, is a 20-year veteran urban educator from Chicago in the mathematics and humanities fields. [steve@teachdifferent.com]

### Reaching Out for Comprehension: Connections that Aid Understanding (20-minute session: 2:00-2:20pm)

How can students relate to text in ways that affirm their own experience? How can educators challenge students to dig deeper into the text? Be challenged in ways that will disrupt your thinking about comprehension.

*Janice Cate* is a past-president of AMTESOL and the Mississippi Literacy Association. She taught K-12 English Learners for over 25 years. [esol115@yahoo.com]

### SEL for ELS (20-minute session: 2:25-2:45pm)

Trauma and stress can affect newcomers’ ability to learn. Create conditions for learning to help newcomers build social emotional skills, heal and grow into their new communities.

*Kristina Sandi, Ed.S.*, teaches in the district with the largest percentage of ELs in Georgia. [kristinasandi@outlook.com]

### Ellevation: Empower Educators to Go Beyond Compliance and Impact Instruction

203

Join Ellevation and Huntsville City Schools as they illustrate how they have successfully implemented Ellevation’s English learner support solutions and celebrated their student outcomes. Topics include solutions for data and program management, differentiated instruction, professional development, and academic language.

*Christina McCarthy* works supporting Ellevation partners in Alabama with compliance and instruction. Before joining Ellevation she was an elementary classroom teacher. [christina.beachnau@ellevationeducation.com]

*Ann Marie Batista* is the ESOL Coordinator for Huntsville City Schools. She has taught multilingual learners in grades 3-6 and adult ESL. [ann.batista@hsv-k12.org]

### Reaching Out and Helping Long-Term English Learners (LTELs) Reach Up to Their Potential

LTELs are a rapidly growing sub-population of ELs in the U.S. Who are these students? What factors impede their language development? What practices can teachers employ to improve their academic outcomes?

*Susan Penton* has been serving as a Regional EL Specialist for the ALSDE for 6 years and has 15 years’ experience as a Secondary ELA/Spanish teacher. [spenton@alsde.edu]

### Reaching Multilingual Learners through World Language Enhancements

World language instruction is a priority for Gulf Shores City Schools; all schools have implemented quality programs that facilitate biliteracy and demonstrate value in the cultural community and with linguistically diverse students.

*Stephanie Montiel* is an ELL Resource Teacher working on her administrative certificate and National Board Certification. [smontiel@gsboe.org]

*Deborah Whetstone* loves sharing her passion for the Spanish language and Hispanic cultures with her students during enrichment classes. [dewhetsone@gsboe.org]

### Reaching Adult Learners in a Virtual Community-Based ESOL Class

Due to pandemic restrictions, community-based, adult ESOL programs continue to face challenges in providing interactive learning activities in a virtual environment. Learn how to combine learning science and SLA theory to create effective, motivational language practice for adults.

*Mary Earley, Ed.S.*, has extensive experience working with ESOL learners and teachers in PK-12 and higher education learning environments. [maearley27@gmail.com]
<table>
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<th>Session</th>
<th>Title</th>
<th>Description</th>
<th>Participants</th>
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</table>
| 201    | Engaging & Supporting Families of English Multilingual Learners     | (20-minute session: 3:00-3:20pm) Explore resources that are available from multiple organizations to engage and support the families of the English/multilingual learners in your schools and classrooms. | **Mayté Cotton** has been an educator for 23 years, including teaching Special Education and ESL. She is now serving her 5th year as a Regional EL Specialist at the ALSDE. [mcotton@alsde.edu]  
**Robin Stutts, Ed.S.**, has been an educator for over 22 years, including teaching 3rd grade and ESL. She is now serving her 7th year as a Regional EL Specialist for the ALSDE. [rstutts@alsde.edu] |
| 203    | No Newcomer Center? NO PROBLEM: Welcoming & Educating Secondary Newcomers in Place | This presentation will provide the philosophy and action steps guiding our school district’s solution to welcoming and educating the increasing number of secondary newcomer students in the absence of a formal newcomer center.  
**Eugene Fedoseyev** is an ESL teacher in Huntsville City Schools, Alabama, where he has been teaching for 27 years. [eugene.fedoseyev@hsv-k12.org]  
**Candace Hatcher, Ed.S.**, is a secondary ESOL teacher in Huntsville City Schools. [candace.hatcher@hsv-k12.org] |
| 205    | The Accidental Advocate                                             | This hands-on session looks at ways to approach the unapproachable when you find yourself thrust into the role of Accidental Advocate. It includes samples of negative encounters reframed as opportunities to advocate for ELs in our communities.  
**Andrea Word, Ed.D.**, has worked in ESOL for 25 years and currently serves as ESOL Program Coordinator at UAH in Huntsville. [andrea.word@uah.edu] |
| 207    | Reach Out & Across for Grants that Empower Your Teaching             | Grants can empower your teaching through funding for specific teaching activities in a school or for advocacy efforts in a community of practice. Attendees will learn to seek funding and write grant proposals by reaching across, out, and up.  
**Susan Spezzini, Ph.D.**, is professor of ESL education, program coordinator, and grant director at the University of Alabama at Birmingham. [spezzini@uab.edu]  
**Josephine Prado, Ph.D.**, is assistant professor of ESL education and coordinates the Community English Program at the University of Alabama at Birmingham. [jprado@uab.edu] |
| 209    | Academic & Social Acculturation Experiences of Underschooled Secondary Students | This session will describe the acculturation experiences of underschooled Latin American ELs in a secondary school. These students range in ages from 13-16 years-old who have three years or less of educational schooling in their native country.  
**Debbie Blackledge, Ed.S.**, holds a M.A. in TESOL, an Ed.S. in administration and is finalizing an Ed. D. in administration. [dkblackledge@jonesk12.org] |
## AMTESOL 2022
Friday 4:00-4:45pm January 28

| 201 | **Moving Online in March & Moving Forward**  
(20-minute session: 4:00-4:20pm)  
This presentation describes a qualitative study of instructors' experiences abruptly transitioning from in person to online instruction in March 2020. Presenters describe the survey process and share themes that emerged from across the US to suggest supports necessary for future.  
**Mary Diamond** teaches at Auburn Global. She has worked with students, instructors, and pre-service teachers at Auburn University since 1997.  
[mary.diamond@auburnglobal.org]  
**Gwendolyn Williams, Ph.D.**, is an associate professor of ESOL Education at Auburn University. Her research focuses on training international educators.  
[gmw0015@auburn.edu] | **Can TESOL Help to Reduce Some Indicators of Loneliness? A Look through the Lens of Schumann's Acculturation Model**  
(20-minute session: 4:25-4:45pm)  
Examine ways that TESOL can help learners reduce some indicators of loneliness. The presenter will discuss social and psychological distance from learners and their target language in relation to the “loneliness pandemic” that has swept the nation since COVID began.  
**Evan Hudson** is a Clinical Research Coordinator at the University of Alabama at Birmingham. He is currently pursuing a Master's in Teaching English as a Second Language with the hopes of utilizing SLA to improve health outcomes in diverse populations.  
[evanhudson@uabmc.edu] |
| 203 | **Expanding Our Reach – Inviting Our Community into ESL Programs**  
Explore new ways to bring stakeholders into our ESL world, including general education teachers, parents, and community partners.  
**Caitlin Wood** is an ESL Interventionist with Gulfport School District, Mississippi. She has taught in dual-language/ESL classrooms for ten years.  
[caitlin.wood@gulfportschools.org] |  |
| 205 | **Diversity in a Small Town**  
Children go to school not only to learn the three Rs: reading, writing and arithmetic, but diversity in the classroom has become more important. It teaches students how to function and work in society where everyone is unique.  
**Tamatha McCutcheon** has her Masters in EL with 24 years of experience and is currently working on National Board in EL.  
[tmccutcheon@ccboe.org] |  |
| 207 | **Highly Effective EL Committee Meetings Using RTI2 Principles**  
This presentation shares methods and ideas how to effectively run an EL Committee Meeting to improve instruction in the EL classroom and the regular education classroom using principles from RTI2.  
**Marty Hatley, Ed.S.,** has been an EL teacher, State EL coach, teacher trainer for 19 years.  
[mhatley@boazk12.org]  
**Nelly Elorza** is a former Emergent Bilingual, and is pleased to be the English Language teacher at Boaz Elementary School, Alabama.  
[melorza@boazk12.org] |  |
| 209 | **Town & Gown: Utilizing Resources in College-Town Schools**  
Learn about multiple ways school districts can partner with nearby universities for the mutual benefit of everyone involved.  
**Ashley Kraison** is an assistant professor and the coordinator of the TESOL program at Mississippi College.  
[akraison@mc.edu]  
**Rebecca Brill** is an EL teacher at Clinton Public Schools and teaches at the TESOL program at Mississippi College.  
[rbrill@clintonpublicschools.com] |  |
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SEAS
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ATTAIN
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A Case Study of Bilingual Children: Acquisition of Subject-Verb Agreement
This case study investigates the acquisition of subject-verb agreement of English-Arabic bilingual children who live in the United States and Saudi Arabia, which led to their acquiring both languages at the same time. The main focus of this study is to analyze the grammatical structure of subject-verb agreement suffix (e)s in the dominant language (English), and if the Arabic language acquisition background affected the production of the grammatical structure in the English language.

Khadija Alzahrani, is a Ph.D. student at the University of Mississippi [kaalzahr@go.olemis.edu]
Samah Dulli, is a Ph.D. student at the University of Mississippi [smdulli@go.olemiss.edu]

Community Outreach: Graduate Students Present Endangered Languages
On display: graduate students' academic posters presented at a local library for a community outreach event. Posters of a variety of endangered languages are showcased and QR codes will be available to listen to samples of the language.

Jamie Harrison, Ed.D., is an Associate Professor of ESOL Education at Auburn University. She researches teacher beliefs and ESOL teacher advocacy. [jlh0069@auburn.edu]

Evaluating the Workplace ESL Classroom: Curriculum and Funding Resources for Teachers
The presenter shares her experience of teaching Workplace ESL within different settings to aid existing teachers and to encourage ELs to become teachers themselves. She also presents specific ways to partner with community organizations and provide support to ELs through the use of customized curriculum developed and resources for further exploration.

Tamia Boyer has 8 years of experience teaching adult ESL. Additionally, she has a 30+ year career in Workplace Safety Compliance. Her two careers have ignited her passion and expertise in Workplace ESL training working in numerous industries; e.g., construction, hospitality, healthcare and academia. Ms Boyer is an alumnus of Mississippi Valley State University (BS) and University of Washington (MS). Her ESL career started and mainly been in the Washington DC metro area. Semi-retirement and Career change has brought her Workplace English services to Mississippi. [tamiaboyer@aol.com]

Pragmatic Reconstruction of Lexical Meanings of Nigerian Pidgin English Usage on Twitter
The dynamism of Nigerian Pidgin English is best described with the saying that 'a priest is not valued in his home town.' Therefore, the continuous usage and the naturalization of this language in different domains has refashioned its usage.

Victor Adedayo is a master's student in the applied linguistics/TESOL program at the University of Alabama. [adedayo.victor03@gmail.com]
Dinner & Keynote Address
Friday 6:30-8:30pm January 28
Ballroom A/B

Dinner Menu: The Mighty Mississippi
- Southern fried chicken, country kettle cooked pot roast with brown gravy or seasoned sautéed Catfish
- Mixed green salad with Ranch or Vinaigrette dressing, tomato cucumber salad, Dixie Slaw, potato mashers with gravy
- Collard greens, red rice, garlic cheese grits casserole, corn bread with butter
- Chef’s Chocolate Pecan Pie
- Coffee and Iced Tea Service and Aqua Panna Bottled Water

Keynote Speaker
Diane Staehr Fenner, Ph.D., is the author of several books on English Learner (EL) and Multilingual Learner (ML) education and the co-author of *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*. She is also president of SupportEd, a woman-owned small business based in the Washington, DC area that provides professional development, technical assistance, and curriculum and assessment support to empower ELs, MLs, and their educators.

You can connect with her at diane@getsupported.net or on Twitter at @DStaehrFenner.

Keynote Address 7:30PM
Advocating for Culturally Responsive Teaching for Multilingual Learners

In this interactive keynote, you will discuss the sense of urgency and role of advocacy in fostering a culturally responsive climate for MLs. Together, we will define culture and culturally responsive teaching for MLs and explore the role of culture in teaching and learning for MLs. Next, we will discuss five guiding principles for culturally responsive teaching for MLs and reflect on the relationship between advocacy and culturally responsive teaching. You will leave the session with personal goals for strengthening culturally responsive teaching in your context.

All Friday-Saturday conference attendees will receive a free copy of Dr. Fenner’s book.
## AMTESOL 2022 SESSION OVERVIEW
### Saturday, January 29

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<td>7:30-9:00am</td>
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<tr>
<td>8:00-8:20am</td>
<td>AMTESOL Business Meeting – Everyone Invited (Ballroom A/B)</td>
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<td>8:30am</td>
<td>8:30-10:15am</td>
<td>See Me, Hear Me, Know Me &amp; Teach Me</td>
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<td>Translanguaging: Unlock Your Emerging Bilingual Student's True Potential</td>
<td>Narrative Composition: Reaching across the Sociocultural &amp; Pedagogical Divide</td>
<td>ACEs &amp; Trauma-Informed Care in the Classroom</td>
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<td></td>
<td>Workshop: Culturally Responsive Teaching</td>
<td>Dr. Diane Staehr Fenner</td>
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<td>9:00-9:45am</td>
<td>Tips for Non-Native English Speakers in Becoming ESL Teachers</td>
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<td>10:00-10:45am</td>
<td>Using Computer-Assisted Pronunciation Teaching (CAPT) to Improve Speech Comprehensibility</td>
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<td>Abriendo Puertas – Multilingual Parent &amp; Community Outreach at the District &amp; School Level</td>
<td>Developing Productive Language through Virtual Book Tastings</td>
<td>What Your EL Students Want to Know: Lessons from the Classroom</td>
<td>Story Telling – The Untold Story</td>
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<td>Cultural Differences in Compliment Behaviors between American &amp; Japanese Students</td>
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<tr>
<td>10:45-11:00am</td>
<td>Coffee/Beverage Break – 2nd Floor</td>
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<tr>
<td>11:00-11:45am</td>
<td>EL Coffee Breaks: Supporting General Education Teachers Through Quick PD</td>
<td>Reaching Out for Comprehension: Connections that Aid Understanding</td>
<td>Small Community, Big Love</td>
<td>Fullbright in the Classroom – Beyond Borders</td>
<td>Tips for Teaching Arabic-Speaking Students in Content-Specific Classes</td>
<td>Surviving the ESOL Coordinator Role in the Time of Covid</td>
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<td>An Innovative Approach to Preparing Students for the Demands of AL Literacy Act</td>
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<tr>
<td>12:00-12:45pm</td>
<td>Reaching Out to Learn from ELs in the Content Areas</td>
<td>Reaching Across Cultural Boundaries</td>
<td>Reflecting on School Practices: An EL Instructional Checklist</td>
<td>Language Access for ELLs &amp; Families: Real Questions, Real Answers</td>
<td>EL Students Advocating for Their Own Success at the Post-Secondary Level</td>
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</tbody>
</table>
Workshop: Culturally Responsive Teaching for Multilingual Learners: Tools for Equity
This hands-on workshop will bring the book you were given, *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*, to life. Through authentic classroom videos of culturally responsive teaching and by using the book’s tools, you will integrate the book's five guiding principles into your practice.

- You will first discuss practical ways to implement an assets-based framework in your work with MLs.
- Next, you will explore and apply instructional strategies and tools for creating a culturally responsive classroom and school climate for MLs.
- Then, you will practice using strategies and tools to unite schools, families, and communities in support of MLs.
- Finally, you will make a plan to incorporate culturally responsive teaching in your classroom, school, or district community.

*Diane Staehr Fenner, Ph.D.*, is the author of several books on English Learner (EL) and Multilingual Learner (ML) education and the co-author of *Culturally Responsive Teaching for Multilingual Learners: Tools for Equity*. She is also president of SupportEd, a woman-owned small business based in the Washington, DC area that provides professional development, technical assistance, and curriculum and assessment support to empower ELs, MLs, and their educators. [diane@getsupported.net]
<table>
<thead>
<tr>
<th>Session</th>
<th>Title</th>
<th>Presenter(s)</th>
<th>Description</th>
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<tbody>
<tr>
<td>201</td>
<td>See Me, Hear Me, Know Me, and Teach Me</td>
<td>Harper Hatcher</td>
<td>Are you a teacher of multilingual learners? What could you do differently to acknowledge the value that ALL of students bring to your classroom? What steps could you take to make your classroom more equitable? Harper Hatcher was adopted at age 13 from an orphanage in China. She attended middle school and high school in Madison, Alabama. [<a href="mailto:rosieloveh@gmail.com">rosieloveh@gmail.com</a>]</td>
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<tr>
<td>205</td>
<td>Tips for Non-Native Speakers in Becoming ESL Teachers</td>
<td>Selene Bernal</td>
<td>As a non-native English speaker (NNES), the presenter provides tips from her experiences for NNESs to become effective ESL teachers. She offers insights for building confidence, having reasonable expectations of one's own pronunciation, overcoming stereotypes, and trust from colleagues. Selene Bernal is a Spanish native speaker and an ESL teacher in Chilton County. She is working on her Ed.S. at UAB. [<a href="mailto:sebernal@uab.edu">sebernal@uab.edu</a>]</td>
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<tr>
<td>207</td>
<td>Translanguaging: Unlock Your Emerging Bilingual Student's True Potential</td>
<td>Charles Zeller, Ed.S.</td>
<td>Who are Emerging Bilinguals? What is translanguaging and how do you use it in the classroom to unlock your students' true potential? Charles Zeller, Ed.S., is an ESL teacher for Huntsville City Schools. He has taught English language learners in primary, middle, high school, and adult classes in Mexico and the US. He recently completed an Ed.S. in TESOL from UAB. [<a href="mailto:charles.zeller@hsv-k12.org">charles.zeller@hsv-k12.org</a>]</td>
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<tr>
<td>209</td>
<td>Narrative Composition: Reaching across the Sociocultural and Pedagogical Divide</td>
<td>Theresa M. Johnson, Ph.D.</td>
<td>Triangulated research will be presented on perspectives of ESL students who have expressed their thoughts on needed instruction for their success in composition and academic discourse. Theresa M. Johnson, Ph.D., supervises English Language Arts and TESOL interns, as well as teaches in undergraduate and graduate programs. [<a href="mailto:tmjohnson@troy.edu">tmjohnson@troy.edu</a>]</td>
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<tr>
<td>209</td>
<td>Adverse Childhood Experiences (ACEs) and Trauma-Informed Care in the Classroom</td>
<td>Tiffany Brown</td>
<td>ACEs are potentially traumatic events that occur in childhood (0-17 years) and can negatively affect academic growth for students. Trauma-informed care is vital in creating academic environments which can have lasting benefits for students, teachers, and the community. Tiffany Brown is an NBCT: English as a New Language and 14-year educator of ESL and Sheltered Instruction ELA for Mobile County, Alabama. [<a href="mailto:tbrown4@mcpss.com">tbrown4@mcpss.com</a>]</td>
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<td>Session</td>
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<td>Presenter(s)</td>
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<tr>
<td>201</td>
<td>Using CAPT To Improve the Speech Comprehensibility of Persian International Teaching Assistants (20-minute session: 10:00-10:20am)</td>
<td>Amir Rouhollahi</td>
<td>Communication breakdown is one of the main concerns of undergraduate students taking classes with International Teaching Assistants (ITAs). This research focused on using Computer Assisted Pronunciation Teaching (CAPT) strategies to improve Persian ITAS’ speech comprehensibility by targeting suprasegmental features. Amir Rouhollahi is a Ph.D. candidate in applied linguistics at The University of Memphis. [<a href="mailto:rhollahi@memphis.edu">rhollahi@memphis.edu</a>]</td>
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<td>203</td>
<td>Abriendo Puertas – Multilingual Parent &amp; Community Outreach at the District &amp; School Level</td>
<td>Nancy Blanco, Ed.S.</td>
<td>The correlations between strong home-school connections and positive academic outcomes are well documented. But how do schools and districts foster parent and community partnerships when we don't all speak the same language...in a pandemic? This session will explore steps and strategies that Birmingham City Schools are implementing to strengthen the ties between parents, schools, the school district, and community partners. Time will be allotted for attendees to share out “wins” and ideas from their schools/districts. Nancy Blanco, Ed.S., is Birmingham City Schools’ Coordinator of ESL and World Languages. She previously worked as Project Lead the Way's Director of School Engagement for the state of Alabama and as Lee County Schools (AL) Lead ESOL Teacher and PLTW Program Coordinator. [<a href="mailto:nblanco@bhm.k12.al.us">nblanco@bhm.k12.al.us</a>]</td>
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<tr>
<td>205</td>
<td>Developing Productive Language through Virtual Book Tastings</td>
<td>Holly Hubbard, Ph.D., Deanna Buhl, Ed.S., Amanda Foss, Ed.S., Chad Strawn</td>
<td>Teachers will learn how to develop productive language skills through virtual book tastings with students in grades 3-5. The presenters, all from Etowah County Schools in Gadsden, Alabama, will share how they have used virtual book tastings to introduce students to new genres. Holly Hubbard, Ph.D., teaches K-12 English Learners and recently completed her Ph.D. [<a href="mailto:holly_hubbard@ecboe.org">holly_hubbard@ecboe.org</a>] Deanna Buhl, Ed.S., is an ESL Teacher. [<a href="mailto:deanna_buhl@ecboe.org">deanna_buhl@ecboe.org</a>] Amanda Foss, Ed.S., teaches K-12 ESL and is a Nationally Board Certified Teacher/ESL. [<a href="mailto:amanda_foss@ecboe.org">amanda_foss@ecboe.org</a>] Chad Strawn teaches K-12 ESL and adult English language acquisition at Gadsden State Community College. [<a href="mailto:chad_strawn@ecboe.org">chad_strawn@ecboe.org</a>]</td>
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<tr>
<td>207</td>
<td>What Your EL Students Want You to Know: Lessons from the Classroom</td>
<td>Monique Henderson, Ed.D., Gwen King, Ed.S.,</td>
<td>Bailey Education Group representatives share lessons learned supporting EL instruction and providing EL tutorials in more than 125 schools and districts in Mississippi, Alabama and Louisiana. Participants will leave with a number of practical tips. Monique Henderson, Ed.D., has more than 25 years of experience in education. She is EL Project Manager at Bailey Education Group. [<a href="mailto:mhenderson@baileyarch.com">mhenderson@baileyarch.com</a>] Gwen King, Ed.S., is EL Lead at Bailey Education Group. She previously served as EL Coordinator in Jones County, MS. [<a href="mailto:gking@baileyarch.com">gking@baileyarch.com</a>]</td>
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<tr>
<td>209</td>
<td>Story Telling – The Untold Story</td>
<td>Mindy Stringfield</td>
<td>Story telling is a strategy meant to capture the senses, mind, and heart. Used effectively, story telling can be used to draw in your ELs and connect them with the content. Mindy Stringfield is a recently retired English teacher with a passion to mentor teachers of ELs. [<a href="mailto:stringfield.mindy@gmail.com">stringfield.mindy@gmail.com</a>]</td>
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</table>
| Ballroom D | AMTESOL 2022  
Saturday 11:00-11:45am January 29 |
|---|---|
| **201** | **EL Coffee Breaks: Supporting General Education Teachers through Quick PD**  
This EL Team offers 5 minute Professional Developments for district teachers by recording "EL Coffee Breaks". These “Coffee Breaks” are quick tips and tricks for teaching and supporting EL students. Learn how to create PD videos for teachers in your district.  
*Beth Coghlan, Ph.D.*, is an EL teacher and AMTESOL executive board member with 28 years' experience in education in various settings. [bcoghlan@pcsd.ms]  
*Jennifer Wright* is an EL teacher and AMTESOL board member, and the first teacher in MS to complete National Boards in ENL. [jwright@pcsd.ms]  
*Leticia Ruiz Ibarra* is a former EL student who is giving back to her community by teaching ELs. [lruiz@pcsd.ms]  
*Susan Russell* is a certified EL teacher with 17 years’ experience teaching elementary EL and general education classes. [srussell@pcsd.ms] |
| **201** | **Reaching Out for Comprehension: Connections that Aid Understanding**  
(20-minute session: 11:00-11:20am)  
How can students relate to text in ways that affirm their own experience? How can educators challenge students to dig deeper into the text? Be challenged in ways that will disrupt your thinking about comprehension.  
*Janice Cate* is a past-president of AMTESOL and the Mississippi Literacy Association. She taught K-12 ELs for over 25 years. [esol115@yahoo.com] | **An Innovative Approach to Preparing Students for the Demands of the AL Literacy Act**  
(20-minute session: 11:25-11:45am)  
A high school and elementary school ESOL teacher collaborate on a project with the end result of building leadership skills, literacy skills and developing relationships between high school and elementary school students.  
*Candace Hatcher* works as an ESOL teacher in secondary schools in Huntsville, AL. [candace.hatcher@hsv-k12.org]  
*Megan Brandon* is an ESOL teacher at Ridgecrest Elementary School in Huntsville, AL. [megan.brandon@hsv-k12.org] |
| **203** | **Small Community, Big Love**  
Trying to meet the needs of international newcomers in a small community is a real challenge. This presentation focuses on practical things that can help your students and their families access all resources and opportunities available at school and beyond.  
*Ana Colburn* is originally from Brazil, but Alabama has been her “sweet home” for two decades. She is a lifelong language learner and enthusiastic ESL teacher. [acolburn@mcbe.net] |
| **205** | **Fulbright in the Classroom – Beyond Borders**  
Teachers and administrators will have the opportunity to journey South of the Border and explore the beauty of Mexico. This presentation will allow participants to learn about a teacher’s participation in the Fulbright Teacher Exchange Program to Mexico City. This is an opportunity to learn about the application process, the exchange adventure, and the current Fulbright opportunities. This presentation will conclude with a Q & A session.  
*Nicole Jefferson* has been a teacher for 18 years and has taught various subjects from K3 to University in Costa Rica, Mexico and the U.S. She currently teaches K-12 ELL in Gulfport, MS. [njefferson@harrison.k12.ms.us] |
| **207** | **Tips for Teaching Arabic-Speaking Students in Content-Specific Classes**  
Learn about the linguistic and cultural background of Arabic students and explore the challenges students face when learning to speak English and the academic content simultaneously. Participants will receive strategies to help students succeed in classes.  
*Rebecca Padin* serves as a Regional EL Specialist for the ALSDE. [rebecca.padin@alsde.edu] |
| **209** | **Surviving the ESOL Coordinator Role in the Time of Covid**  
Hear reflections and strategies for leading and managing district ESOL programs during a stressful time in K-12 education. This presentation will discuss CASEL practices for adults to connect, heal, and build capacity to support students. Learn practices for setting up an ESOL team for success. Come share, listen, and learn from each other.  
*Anne Marie Batista* is the ESOL Coordinator for Huntsville City Schools. She has taught multilingual learners in grades 3-6 and adult ESL. [ann.batista@hsv-k12.org] |
# AMTESOL 2022
Saturday 12:00-12:45pm January 29

<table>
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<tr>
<th>Session</th>
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<tbody>
<tr>
<td>B/Rm D</td>
<td>Reaching Out to Learn from ELs in the Content Areas</td>
<td>Students are more likely to engage in learning when their funds of knowledge are valued. The learning of all students is enhanced when diverse ways of knowing are considered. This session shares examples from science, math and social studies.</td>
<td>Lori Edmonds, Ph.D.</td>
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<td>201</td>
<td>Reaching Across Cultural Boundaries (20-minute session: 12:00-12:20pm)</td>
<td>Students learn best when interaction invites authenticity—embracing religious convictions and cultural boundaries not constrained by western ideology - a place which respects identity and promotes peace.</td>
<td>Sally Anne Perz</td>
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<td>202</td>
<td>Bottle Caps to Benches: ELs to Leaders (20-minute session: 12:25-12:45pm)</td>
<td>Through student-led community and school projects, multilingual learners can develop authentic language skills and impact their schools. Learners organized a school-wide recycling drive to turn bottle caps into benches to beautify a common area and promote inclusion among younger students.</td>
<td>Lindsey Simmons</td>
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<td>203</td>
<td>Reflecting on School Practices: An EL Instructional Checklist</td>
<td>Bailey Education Group EL coaches will share an EL instructional checklist that can help strengthen EL instruction. This tool can be used by teachers and administrators to reflect on the quality of EL instruction and engagement in Tier 1 instruction.</td>
<td>Monique Henderson, Ed.D.</td>
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<td>204</td>
<td>Language Access for ELLs and Families: Real Questions, Real Answers</td>
<td>What does language access look like in the school system? Come learn how our colleagues have successfully identified barriers and see how best practices can be implemented in your district.</td>
<td>Maria Baker, Darren Reed</td>
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<td>205</td>
<td>EL Students Advocating for Their Own Success at the Post-Secondary Level</td>
<td>In this session, participants will listen to a panel discussion from EL high school students who continued to the post-secondary level. They will discuss how they learned how to advocate for themselves and navigate the accommodations process at that level.</td>
<td>Lynn Fuller, Ed.S.</td>
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**PRESENTERS**
Email us at contact@amtesol.org to share your session slides and handouts with conference attendees for 90 days post-conference on this password-protected page: www.amtesol.org/2022-resources
Save the Date!

**AMTESOL 2023**
January 27-28
Huntsville, Alabama

Conference Chair:
Andrea Word, Ed.D.
andrea.word@uah.edu

**Huntsville**
The Star of Alabama
Proposal Review Chair
Andrea Word

Review Committee
Joni Sue Bair
Katherine Carr
Beth Coghlan
Kacey Cole
Sandra Elliott
Marty Hatley
Michele Lee
Sunyong Song
Bette Jean Toub
Jennifer Wright

CEUs
Marty Hatley & Michelle Johnston

Get involved with AMTESOL

Attend AMTESOL’s Business Meeting
Saturday, January 29
8:00-8:20am
Ballroom A/B
Everyone is invited & welcome!

Conference Chair
Lynn Fuller

Online Registration
Josephine Prado & Lisa Preston

Exhibitors/Sponsors
Mary Diamond

Advocacy Day
Jamie Harrison

Conference Program
Lisa Preston & Lynn Fuller

Program Printing
Amy P. Taylor

On-Site Registration & Conference Bags
Josephine Prado

On-Site Volunteers
Beth Coghlan
Sandra Elliott
Marty Hatley
Michelle Johnston
Michele Lee
Andrea Word
Jennifer Wright

With Special Thanks
The Staff of Visit Jackson
Certificate of Attendance
Alabama-Mississippi TESOL Conference 2022
Reach Across, Reach Out, Reach Up
January 27-29 in Jackson, MS

Participant Name________________________________________________________  School District________________________________________
Email Address___________________________________________________________  City/State _____________________________________________

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<tr>
<th>ADVOCACY DAY</th>
<th>PRE-CONFERENCE INSTITUTE</th>
<th>AMTESOL 2022 DAY 1</th>
<th>AMTESOL 2022 DAY 2</th>
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<td>THURSDAY</td>
<td>FRIDAY am</td>
<td>FRIDAY pm</td>
<td>SATURDAY am</td>
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<td>JAN 27th</td>
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<td>JAN 29th</td>
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- 35 mins 9:30-10:30a
  □ 1 hr
  Speaker: Amelia Steadman McGowan

□ 2 hrs 45 mins 10:45a-12:00p
  1 of 4 workshops:
  □ A: What Every K-12 Teacher Should Know about ESL
  □ B: Overcoming Low Literacy Levels & Limited Educational Backgrounds
  □ C: Shifting Demographics in the Post-secondary Context: Who We Serve & How Best to Serve Them
  □ D: Sheltered Instruction for K-12 Content Classrooms

□ 45 mins 1:00-1:45p
  □ 2 hrs 45 mins 10:00-12:00p
  □ 2 hrs 45 mins 1:00-3:45p
  □ 45 mins 3:00-3:45p
  □ 45 mins 4:00-4:45p
  □ 1 hr 5:00-6:00p
  □ 45 mins 7:30-8:30p
  □ 45 mins 10:00-10:45a
  □ 1 hr 11:00-11:45a
  □ 45 mins 12:00-12:45p
  □ 1 hr 5:00-6:00p
  □ 1 hr 7:30-8:30p

□ 20 mins 8:00-8:20a
  □ 1 hr 45 mins 9:00-10:30a & 10:45a-12:00p
  □ 20 mins 8:30-10:15a
  □ 1 hr 45 mins 9:00-10:45a
  □ 45 mins 10:00-10:45a
  □ 45 mins 11:00-11:45a
  □ 1 hr 5:00-6:00p
  □ 45 mins 7:30-8:30p
  □ 1 hr 10:00-10:45a
  □ 45 mins 11:00-11:45a
  □ 1 hr 5:00-6:00p

Total time

CONFERENCE TOTAL HOURS: ___________________

Thank you for attending AMTESOL 2022. Your presence has helped ensure the success of our conference.

Heidi Goertzen  
AMTESOL President

Lynn Fuller  
AMTESOL 2022 Conference Chair