



Alabama-Mississippi Teachers of  
English to Speakers of Other Languages

# AMTESOL 2020 CONFERENCE



## A Shared Vision for Multilingual Learner Success

Friday, January 24<sup>th</sup>  
Saturday, January 25<sup>th</sup>

The Hotel at Auburn University and Dixon Conference Center  
**Auburn, Alabama**





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.

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### **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.

**WELCOME TO THE AMTESOL CONFERENCE**  
**AUBURN, ALABAMA**  
**JANUARY 24<sup>TH</sup> AND JANUARY 25<sup>TH</sup>**

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Welcome to the 2020 AMTESOL conference from all of us on the AMTESOL Board of Directors. This year's theme "A Shared Vision for Multilingual Learner Success" asserts our shared position as educators and advocates for our learners, who are the embodiment of a myriad of challenges, triumphs, and often-overlooked talents and skills. Recognizing that our diligence in the duties and responsibilities of our chosen profession is our greatest contribution to our learners, it is evident that we must strive for this common vision of learner success.

This year's conference is being hosted by our valued colleagues at Auburn University. Our conference chair Heidi Goertzen has been working vigilantly with many colleagues and volunteers to plan this year's conference. The pre-conference workshops on Friday morning will include professional development opportunities with options focusing on school and community engagement, the Seal of Biliteracy, and the usage of rubrics in college level intensive English programs. Friday evening, we have the honor of welcoming Deborah Short, TESOL's 2019-2020 President Elect, as our keynote guest, speaking on strategies for building professional communities to meet the needs of our multilingual learners. Breakout sessions have been carefully selected and scheduled throughout Friday afternoon and Saturday morning to offer ample opportunities for all of us to engage and explore approaches to implementing our shared vision.

Please join us for our annual AMTESOL business meeting on Saturday morning. The meeting will give you a chance to hear from the members of the Executive Board and learn more about AMTESOL. We invite you to come and be a part of this organization with a mission dedicated to support all professionals who serve English learners in Alabama and Mississippi.

We wish you a wonderful experience at the 2020 AMTESOL Conference in Auburn, Alabama this week! Please contact us if you have any questions or need assistance. We look forward to seeing you again next January 28-30 in Jackson, Mississippi! Until then, may we all achieve strides towards our shared vision for multilingual learner success, and in doing so, may we all contribute to a better existence for our students, our institutions, our communities, our world.

Sincerely,

Tracy Koslowski

AMTESOL President

## AMTESOL BOARD MEMBERS

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## **2020 AMTESOL CONFERENCE SCHEDULE**

### **THE HOTEL AT AUBURN UNIVERSITY AND DIXON CONFERENCE CENTER**

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#### **Thursday, January 23<sup>rd</sup>**

4:00 - 6:00 p.m. Conference Registration, Pre-Function Foyer (near the Grand Ballroom)

#### **Friday, January 24<sup>th</sup>**

7:00 a.m. - 6:00 p.m. Conference Registration, Pre-Function Foyer (near the Grand Ballroom)

9:00 a.m. - 12:00 p.m. Concurrent Pre-Conference Workshops

*Coffee Break at 10:30 for Pre-Conference Attendees, Pre-Function Foyer*

12:00 - 1:00 p.m. Lunch for Pre-Conference Workshop Attendees, Grand Ballroom

1:00 - 6:00 p.m. Exhibit Hall, Pre-function Foyer (near the Grand Ballroom)

1:00 - 1:45 p.m. Concurrent Sessions

2:00 - 2:45 p.m. Concurrent Sessions

2:45 - 3:00 p.m. Coffee/Beverage Break, Pre-function Foyer (near the Grand Ballroom)

3:00 - 3:45 p.m. Concurrent Sessions

4:00 - 4:20 p.m. Concurrent Sessions

4:25 - 4:45 p.m. Concurrent Sessions

4:45 - 6:00 p.m. Poster Session, Pre-function Foyer (near the Grand Ballroom)

4:45 - 6:00 p.m. AMTESOL Executive Board Meeting, Monarch

6:30 - 7:30 p.m. Dinner, Grand Ballroom

7:30 - 8:30 p.m. Keynote Address: Dr. Deborah Short, Grand Ballroom

#### **Saturday, January 25<sup>th</sup>**

7:00 - 9:00 a.m. Continental Breakfast, Grand Ballroom

7:00 - 11:00 a.m. Conference Registration, Pre-Function Foyer (near the Grand Ballroom)

8:00 a.m. - 12:00 p.m. Exhibit Hall, Pre-function Foyer (near the Grand Ballroom)

8:00 - 8:20 a.m. AMTESOL Business Meeting, Grand Ballroom

8:25 - 8:50 a.m. Keynote Address: Ana Behel, Alabama Teacher of the Year 2019-2020, Grand Ballroom

9:00 - 9:45 a.m. Concurrent Sessions

10:00 - 10:45 a.m. Concurrent Sessions

10:45 - 11:00 a.m. Coffee/Beverage Break, Pre-function Foyer (near the Grand Ballroom)

11:00 - 11:20 a.m. Concurrent Sessions

11:25 - 11:45 a.m. Concurrent Sessions

12:00 - 12:45 p.m. Concurrent Sessions

## **EXHIBITORS AND SPONSORS**

We would like to extend a special appreciation to our exhibitors and sponsors. Your 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.

### **EXHIBITORS**

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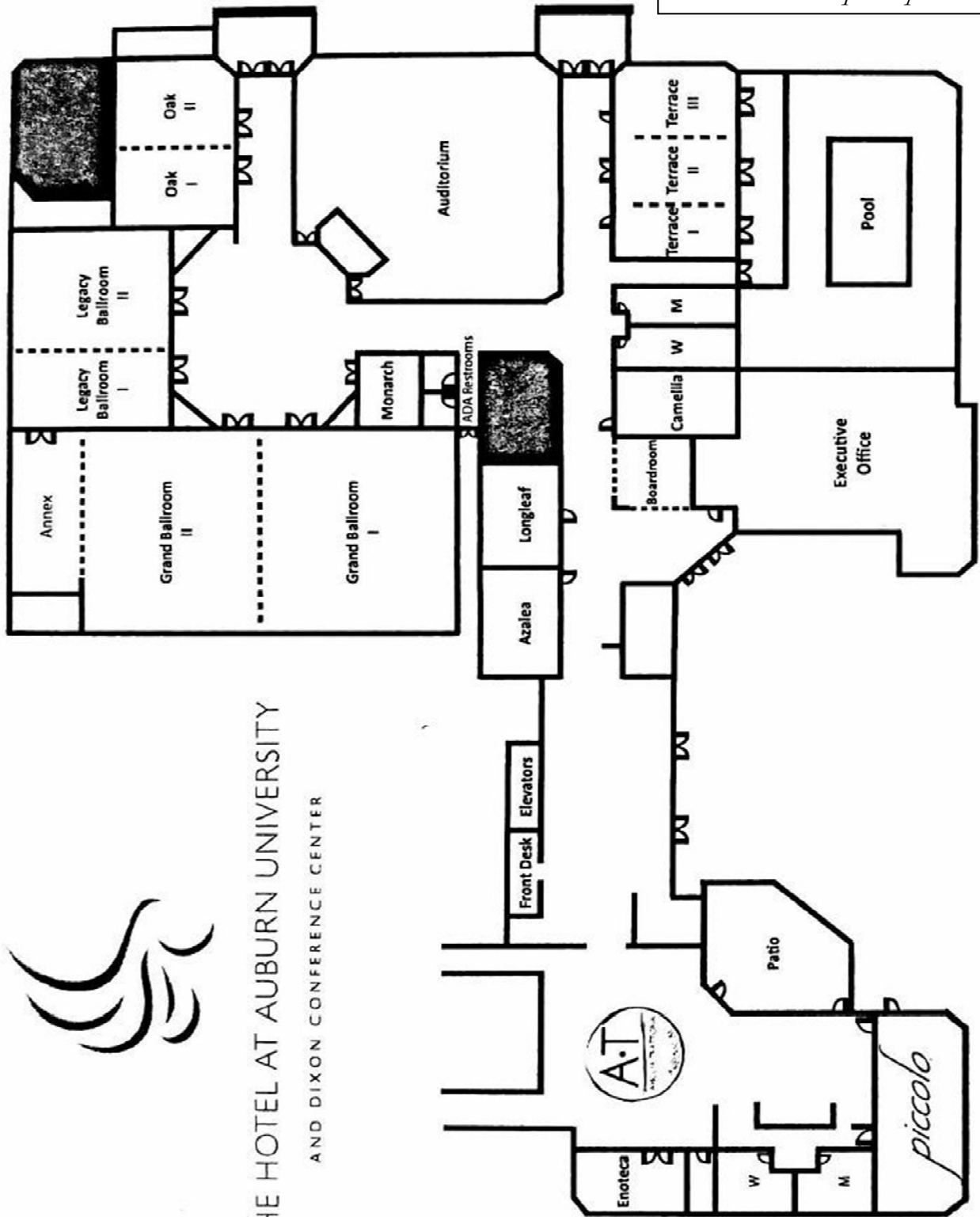
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# THE HOTEL AT AUBURN UNIVERSITY

AND DIXON CONFERENCE CENTER



Wifi: AU\_Guest  
*There is no required password.*



## **AMTESOL 2020 Conference PRESENTATION RESOURCES**

### **Conference Presenters:**

Email your resources to [webmaster.amtesol@gmail.com](mailto:webmaster.amtesol@gmail.com).  
Your resources will be posted for conference attendees to access.

### **Conference Attendees:**

Conference resources will be posted at <http://www.amtesol.org/2020-resources> for 90 days after the conference.  
The password has been emailed to each attendee.

## **What to Do for Your CEUs**

Information about CEUs is provided on the certificate of attendance  
towards the back of the book.

## **Networking Room**

**Monarch**

**January 24<sup>th</sup> and January 25<sup>th</sup>**  
***Available During Concurrent Sessions***

AMTESOL invites you to use this space throughout the conference, as needed, to  
make connections with other professionals.



# **Southeast TESOL 2020:** **Visualizing, Voicing +** **[re]Vitalizing** **English Language Teaching**

**OCTOBER**  
**14 - 17,**  
**2020**

**GREATER RICHMOND  
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**403 N 3RD ST,  
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WITH DETAILS SOON!**

**2020 AMTESOL Session Overview**  
**Friday, January 24**

9:00-12:00 <i>Coffee break included</i>	Legacy Ballroom	Oak II	Terrace I and II		Lunch for the Pre-Conference Attendees (Grand Ballroom)					
	Workshop A: Fuller and Merritt - Effective Engagement Between Schools and Communities	Workshop B: Chou, Spezzini, Eubanks, Elliot, Carr, Chambliss, Dooley, Valtierra - Bringing the Seal of Biliteracy to Alabama and Mississippi	Workshop C: Diamond, Pannattier, Wiley - Using Rubrics With International Students in IEPs on College Campuses							
12:00-1:00										
1:00-1:45	Whatley: Strategies, Strategies, Strategies	Twelkemeier, Skees, Chadwick-Brown: Activate Your Textbook and "Verb" Your Class!	Blanco: Advocates for Emergent Bilingual Engineers	Yoo, Williams: Mentoring Non-Native English Speaking Students in a Practicum	Becker: Storytelling/Story Acting with Young Emergent Bilinguals	Thielker, Baeder: Collaboration is Key	McCutcheon: Take a New Look at Using Strategies and Activities in the Classroom for ELs			Networking
2:00-2:45	Stutts: What's So Difficult About Differentiation?	Day, Hipps: EL and Special Education? Is it a Learning Disability?	Fernandez: Really? Grammar? Where?	Nail, Kent: Developing an LMS for Advising International Students	Becker: Global Education: Shifting EL from Intervention to Enrichment	Song, Wolfe: Preparing Culturally and Linguistically Responsive Teachers	Elliott: Utilizing ELP Assessment Data to Plan and Support Instruction			Networking
2:45-3:00										
3:00-3:45	Penton: Supporting ELs at the Secondary Level? Why, It's Elementary!	Uhlig: Genius Hour	Languster: Strategies to Promote Digital Literacy in Adult ESL Courses	Lee, Courchaine: Cultural Competency and Tutoring in Multilingual Contexts	Phelps, Thomas: Beating the Summer Slide	Hawkins, Gilliland: Empowering Adult ESL Teachers to Develop Self-Directed Learners	Behel, Farris: Supporting and Empowering English Learners in the Classroom			Networking
4:00-4:20	Thurman: Documentation Folders- How to Keep Students Organized	Skees, Erwin: Students Grammar Dice = Engaging, Independent Language Production!	Fulk: Student-Initiated Writing Feedback - An Action Research Exploration	Haire, Djalilova: What Makes Critical Thinking Critical for Multilingual Writers	Park, Kim: Strategic Scaffolding for Korean EFL Students in Art-Integrated Task-Based Classes	Simpson: Art, Vocabulary, and Oral Language Development	Mathews, Golden: TESOL Strategies and Resources - 9-12 Grade Teacher Perspective			Networking
4:25-4:45	Key: Goal Journals for Speaking, Listening and Vocabulary	Baez: LAS Links for Progress Monitoring	Courchaine: Issues and Ideas for Incorporating Global Citizenship Education Curriculum	Djalilova: Interactive Feedback to Promote Student Investment in Revision	Burnette: Reading, Vocabulary, and Grammar - Meaningful Strategies for all Learners					
4:45-6:00										
4:45-6:00+										
6:30-10:00	Dinner and Keynote Speaker Deborah Short: Building a Community of Shared Responsibility (Grand Ballroom)									

**2020 AMTESOL Session Overview**  
**Saturday, January 25**

Continental Breakfast for Attendees Grand BALLROOM

AMTESOL Business Meeting (Door Prizes!) Grand BALLROOM

Keynote Speaker Carol Behel - Educating Multicultural and Multilingual Learners: Moving from Best Practices to Next Practices Grand BALLROOM

	Oak	Camellia	Grand Ballroom I	Grand Ballroom II	Longleaf	Legacy II	Monarch	
7:00-8:00+								
8:00-8:20								
8:25-8:50								
9:00-9:45	Deborah Short: Implementing <i>The 6 Principles</i> in Your K-12 Classroom and School	Snow, Martell: How to Prove You're a Great Program	Johnson: Paradigm Shift – From Focus on Plagiarism to Engagement	Rahney: In Their Own Words – Motivating Beginning English Literacy Learners to Read	Hawkins: Understanding the Impact of Cross-Cultural Values in the Classroom	Diamond, Wright: Exploring Campus Resources Together	Networking	
10:00-10:45		Paz: Teaching How to Avoid Plagiarism – Issues and Best Practices	Twelkemier: The Practice of Active Learning – Creating a Note-Taking Portfolio Project	Williams, Yoo: Teaching Beginner ELs in the K-12 Classroom	Word: The Accidental Advocate – A Protocol to Follow in the Moment	Frongillo: Research Shows – 70% of STUDENTS BENEFIT	Networking	
10:45-11:00	Coffee Break (Pre-function Foyer near the Grand Ballroom)							
11:00-11:20	Oak I	Oak II	Camellia	Terrace I and II	Terrace III	Longleaf	Legacy II	Monarch
	Giles, Monroe: "I Think I Can" – Multiliteracies in the ESL Classroom	Maunsell: Unlocking the Potential of Adult English Learners with Learning Disabilities	Harrison, Tuttle, Johnson, Mecadon-Mann: ESOL and Teacher and School Counselor Attitudes and Perceptions of Collaboration	Twelkemier: InstaFeedback – The Value of the Here and Now	Sharmin: Multimodal Narratives Practice as a Pedagogical Tool in ESL Classrooms	Spezzini, Grimes: Alabama Leaders Advocating for English Learners	Frongillo: One and Done... Now Teaching is Fun!	Networking
11:25-11:45	Giles, Yazan: ESL and Science Teachers' Participation and Learning in Collaboration	Cichocka: Language Learners and Language Users in Preschool Classrooms: Opportunities and Challenges	Uddin: L1 Use in Corrective Feedback and Learner Uptakes in Foreign Language Learning	Smith, Duckworth: Pronunciation Blitz – Hitting the Highlights	Sizalove: The Lexicon of the Bilingual Brain – Problems and Solutions			
12:00-12:45	Hatcher, Fedoseyev: Master the Secondary School PD Challenge – An Innovative Approach to Empowering Secondary Classroom to Meet the Needs of Their EL Students	Brown: Transition Services for ELLs with Special Needs	Prado, Harrison: Getting to the Root of ESOL Advocacy	Earley: Collaborating in Virtual Communities of Practice	Cotton: Go To Your Tool Box!	Thompson: Using Digital Tools to Support English Learners	Portera: "Making a Way: Finding Solutions Through Connections"	Networking

## 2020 AMTESOL PRE-CONFERENCE WORKSHOPS

FRIDAY, JANUARY 24<sup>th</sup>

9:00 A.M. - 12:00 P.M.

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### **Workshop A: Effective Engagement Between Schools and Communities with Lynn Fuller and Patricia Merritt**

#### **Legacy Ballroom**

**Lynn Fuller** is a 16-year veteran of the ESL classroom. Currently a high school instructor in Madison County Schools, Mississippi, she has worked with EL students from 6th grade through adult. During this time, she has taught English in the mainstream classroom, ESL, Learning Strategies and ESL tutorial as well as community ESL classes. Lynn is currently pursuing an EdS in TESOL at UAB.

**Patricia Merritt** is a bilingual ESL teacher at a rural elementary school in Jefferson County, Alabama. She has twelve years' experience as a high school Spanish teacher in a suburban school and four years' experience as a community English teacher through a non-profit in the Birmingham area. Patricia is a doctoral student at UAB, pursuing the Educational Studies in Diverse Populations PhD with a pedagogical studies concentration in TESOL.

#### Overview:

This workshop will focus on the importance of community engagement through the theoretical lens of Human-Centered Design and Funds of Knowledge. With this foundation and through cultural capital and asset-based community development, participants will learn how to engage their communities in meaningful ways while also empowering multicultural families. Participants will learn how to differentiate between engagement and involvement in order to see positive educational outcomes in their classrooms including the development of family literacy. The workshop will conclude with the presenters sharing their insights and experiences with community engagement in a way that allows for a collaborative discussion.



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## **2020 AMTESOL PRE-CONFERENCE WORKSHOPS**

**FRIDAY, JANUARY 24<sup>th</sup>**

**9:00 A.M. - 12:00 P.M.**

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### **Workshop B: Bringing the Seal of Biliteracy to Alabama and Mississippi**

**Oak II**

#### **Lead Presenter**

**Mr. Arthur Chou, Academic Learning Company, El Monte, California**, has been advocating the biliteracy movement and dual language schools in an effort to promote education equity for English Learners, encourage multilingualism, and prepare all students to become global citizens for almost two decades. He has helped more than 30 states to establish state-specific guidelines and procedures for the Seal of Biliteracy.

#### **Moderator**

**Dr. Susan Spezzini, School of Education, University of Alabama at Birmingham (UAB)**, is a professor and program director of ESL teacher education at UAB. She also directs professional development grants from the U.S. Department of Education's Office of English Language Acquisition.

#### **Panelists**

**Mr. Limeul Eubanks, World Languages Coordinator, Mississippi Department of Education**, is the lead and driving force for promoting, establishing, and implementing the Seal of Biliteracy at the state level in Mississippi.

**Ms. Sandra C. Elliott, English Learner Intervention Support Specialist, Office of Elementary Education and Reading, Mississippi Department of Education, Jackson, MS**, will share her perspectives on how the Seal of Biliteracy will support English learners across Mississippi.

**Ms. Katherine Carr, Harrison County School District, Gulfport, MS**, is a K-12 ESL Teacher in Harrison County School District centered in Gulfport, MS. Ms. Carr will share her ideas for bringing the state's recently approved Seal of Biliteracy to her own school district and views on how this will support local ELs and their families.

**Dr. Krista Chambless, Department of Foreign Languages and Literatures, UAB**, is Assistant Professor of Spanish at UAB and Past-President of the Alabama World Language Association. Dr. Chambless will explain how she helped guide the World Language teachers and administrators at Vestavia Hills High School in being the first school in Alabama to offer the Seal of Biliteracy.

**Dr. Natalia Dooley, Madison City School District, Madison, AL**, is the Federal Programs Coordinator at Madison City Schools (AL) and a former ESL teacher. She will share how her medium-size school district began conversations in May 2018 regarding the Seal of Biliteracy, developed plans through committee work in summer and fall 2018, and began awarding the Seal of Biliteracy in May 2019.

**Ms. Lari Valtierra, English Learner Supervisor, Jefferson County School District, Birmingham, AL**, will share the path to the Seal of Biliteracy for her large school district. Starting with early conversations in 2017 and committee work in January 2018, the Seal of Biliteracy was approved by the Jefferson County Board of Education in October 2019 and is already being implemented.

#### Overview:

This session is a must for teachers and administrators who would like to offer the Seal of Biliteracy at their schools and, by doing so, bring a wonderful opportunity to all language learners—those learning English as a Second Language and those learning one or more world languages. The Seal of Biliteracy, which recognizes proficiency in English and another world language, was initiated almost twenty years ago in California with the goal of celebrating English learners' bilingualism and enhancing their career options. The Seal of Biliteracy is currently being offered by 38 states, including Mississippi, and also by schools in several other states. Awarded to graduating high school seniors, the Seal of Biliteracy demonstrates accomplishment in two or more languages and provides advantages for college admission and future employment. Today's session will start with the lead presenter describing the Seal of Biliteracy and its advantages. A panel of educators will then outline steps that took place for establishing the Seal of Biliteracy at the state level in Mississippi and those currently underway for doing so in Alabama. Educators across both states, at the school, district and state levels, will also explain efforts at their respective schools and states for rolling out the Seal of Biliteracy. Attendees will explore ways for bringing the Seal of Biliteracy to their own schools.

[www.SealofBiliteracy.org](http://www.SealofBiliteracy.org)

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## 2020 AMTESOL PRE-CONFERENCE WORKSHOPS

FRIDAY, JANUARY 24<sup>th</sup>

9:00 A.M. - 12:00 P.M.

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### **Workshop C: Using Rubrics with International Students in Intensive English Programs on College Campuses**

**Terrace I and II**

**Mary Diamond** is an instructor at Auburn Global, Auburn, Alabama. She has been a member of AMTESOL since 2007. She has worked with students, instructors and pre-service teachers at Auburn University since 1997.

**Irene Pannatier** is an English Program Specialist at Auburn Global. She has many years of teaching ESL, English composition, French, and of being involved with second language teacher education at universities and secondary schools across North America and abroad.

**DeElla Wiley** is an English Program Specialist at Auburn Global. She has experience in teaching ESL, English composition, literature, and creative writing in universities, community colleges, prisons, and ESL classrooms.

#### Overview:

In this exploratory workshop, participants will gain a broader understanding of designing and using rubrics for instruction and assessment in ESL and beyond to encourage learner success. In the first segment, participants will use a hands-on approach to evaluate, discuss, apply, and create rubrics using authentic student work. We will use a series of different writing rubrics to evaluate their effectiveness and validity. Participants will compare both the rubrics themselves and their own interpretations through analysis and discussion. Additionally, we will look at best practices in creating clear, accurate rubrics that are beneficial for teachers and students alike. In the second segment of the workshop, participants will examine rubrics from various disciplines to explore how rubrics are being used outside of ESL to better support students in academic courses. Through this exercise, participants will compare how educators are using rubrics across disciplines in order to have a better understanding and awareness of the way that students are evaluated beyond the ESL classroom. By increasing rubric literacy as instructors, we can better serve students in various fields of study through activities focused on understanding assessment. Participants are encouraged to bring existing assignments or rubrics to this workshop.



**12:00 -1:00 Lunch for Pre-Conference Attendees Grand Ballroom**

Chicken Marsala with New Potatoes and French Beans

-or-

Vegetable Lasagna, Baby Field Greens with Candied Pecans, Strawberries, Cucumber, and Creamy Oregano Dressing

Tiramisu with Amaretto Cream

Tea, Water, and Coffee

A special thanks to the staff of  
The Hotel at Auburn University  
and the Dixon Conference Center



# Friday, January 24<sup>th</sup> | Concurrent Sessions

**1:00 to 1:45**

**Concurrent Sessions**

## **Take a New Look at Using Strategies and Activities in the Classroom for ELs**

### **Azalea**

Multiple strategies and activities that will boost your lessons and engage your students. Engage your students in reading, writing, listening, and speaking through multiple outlets that are not only useful for your ELs but all students in the classroom.

**Presenter: Tamatha McCutcheon** is an EL teacher in Cullman, Alabama. She has a Master's Degree in ESL from UAB.

## **Collaboration is Key**

### **Legacy I**

Collaborative teaching builds better practice as content and EL educators work side-by-side integrating EL strategies into whole and small group instruction; empowering every student as an English Learner.

**Presenters: Erin Thielker** is an EL specialist with experience in providing system-wide pull-out, and co-teaching services, as well as teacher and administrative training. **Debbie Baeder** is a veteran EL teacher with experiences at the local, state, and national levels training educators for producing academic success.

## **Advocates for Emergent Bilingual Engineers – Actions, Supports, Barriers**

### **Legacy II**

Through an engaging presentation and guided group discussion, participants will explore topics that surround effectively serving the needs of PreK-12 ELs in STEM classrooms. What actions maximize EL success? What supports are needed? What are barriers to success? Join us!

**Presenter: Nancy Blanco** serves teachers and students as Project Lead the Way's Director of School Engagement for the state of Alabama.

## **Strategies, Strategies, Strategies!**

### **Oak I**

This time is designed for teachers that want to create a high level of student engagement within the classroom setting. You can adjust what you teach to the strategy presented in the session.

**Presenter: Krista Whatley** comes with classroom experience, ESL (K-12), and currently serves as an ESL Specialist for ALSDE.

## Activate your Textbook and "Verb" your Class!

### Oak II

Textbook exercises are wonderful resources but can kill a classroom's energy. Don't reject them; inject them with low-prep to no-prep methods. Get off the page and spark student movement, interactivity, and fun into cloze, multiple choice, and other common exercises.

**Presenters:** **Natalie Twelkemeier** is a battle-hardened instructor who integrates edutech and graphic design into ESL instruction and curriculum development. **Anna Skees** has 6 years of teaching experience at UAB. She specializes in adaptive interactive methods (i.e. silly games). **Caroline Chadwick-Brown** delights students with her pep and vigor, excelling at keeping students moving (whether they want to or not).

## Mentoring Non-Native English-Speaking Students in a Practicum

### Terrace I and II

This presentation seeks to explore the process of non-native English teachers developing teaching competencies through the mentoring process, overcoming various challenges as they begin teaching English as a Second Language (ESL).

**Presenters:** **Hyeonjean Yoo** is a graduate assistant of ESOL Education at Auburn University who has served in teaching ESL for many years. **Dr. Gwendolyn Williams** is an associate professor of ESOL Education at Auburn University. Her research focuses on training international educators.

## Storytelling/Story Acting with Young Emergent Bilinguals

### Terrace III

Come learn about an innovative and engaging technique for supporting the literacy development of emergent bilinguals! In this session, we'll look at published and classroom action research that supports the use of the Storytelling/Story Acting approach.

**Presenter:** **Abby Becker** has taught elementary English Learners for 15 years. She has her National Board Certification and EdS.



**Utilizing ELP Assessment Data to Plan and Support Instruction****Azalea**

This session demonstrates how Mississippi Department of Education utilizes their Title III assessment data, TESOL Standards, and ELA Standards to plan and support instruction. Participants view a model lesson and understand how language acquisition is supported by these three components.

**Presenters:** **Sandra Elliot**, with over 25 years of experience, has served as teacher, program facilitator, and interventionist to meet ELLs' needs. **Arlene Baez**, with over 15 years of experience, has served as a teacher, school-based administrator, DL Coordinator, and ESOL Supervisor.

**Preparing Culturally and Linguistically Responsive Teachers****Legacy I**

This presentation discusses the redesign and the outcome of professional development (PD) that was incorporated into teacher education courses to prepare pre-service elementary teachers to become culturally and linguistically responsive teachers for ELLs. Attendees leave with pedagogical suggestions.

**Presenters:** **Dr. Sunyung Song** is an assistant professor of Education, ELL at Athens State University. She teaches ELL-focused courses for preservice teachers. **Jennifer Wolfe** is an associate librarian at Athens State University.

**Really? Grammar? Where?****Legacy II**

'Grammar' has been seen as boring. Once the students master the rule, they forget it the next day, causing frustration on both directions of the teaching-learning process. In this workshop activities using an eclectic approach.

**Presenter:** **Luis Albert Fernandez**, as a teacher and teacher trainer, loves to develop activities to help his students to succeed in English.

**What's so Difficult about Differentiation?****Oak I**

A look at differentiation strategies and activities to help English Learners participate and be successful in the classroom.

**Presenter:** **Robin Stutts** is an ALSDE Regional ESL Specialist with an EdS in TESOL, with 10 years ESL classroom experience.

## **EL and Special Education? Is it a Learning Disability?**

### **Oak II**

National data indicates that over-identification of learning disability is taking place in English learners. How is this happening? What should be considered before making referrals to SPE? How can teachers distinguish language learning issues from a learning disability?

**Presenter: Emily Day** is a secondary SPE teacher and is a graduate student at UAB in TESOL. **Amber Hipps** is as a school psychometrist for Gadsden City Schools and has served as the Special Education Coordinator for Summit Academy since 2005.

## **Developing an LMS for Advising International Students**

### **Terrace I and II**

This presentation will outline development of an LMS created to meet the needs of both international students and their advisors, the benefits of a blended-advising model, and the impact of the LMS on student autonomy and preparedness.

**Presenters: Casey Nail** is a former Outside Sales Representative and Funeral Director turned Student Services Advisor who enjoys traveling, sarcasm, and caring for others. **Moriah Kent** is an instructional designer, traveler, teacher, and student who enjoys sass, cats, and coffee.

## **Global Education: Shifting EL from Intervention to Enrichment**

### **Terrace III**

How does Global Education reposition English Learning as an enrichment rather than an intervention? This will be our driving question as we explore the components and competencies of Global Education particularly for K-2 settings.

**Presenter: Abby Becker** has taught elementary ELs for 15 years. She is a 2018 Fulbright Teachers for Global Classrooms grantee.

**2:45 to 3:00**

**Coffee Break**

**Pre-function Foyer**

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## **Supporting and Empowering English Learners in the Classroom**

### **Azalea**

This workshop will give the classroom teacher practical research-based tools to reach K-12 English Learners at all stages of language development. This interactive and hands-on session will present effective strategies to help English Learners reach their educational goals.

**Presenters:** **Ana Behel** is our keynote speaker. **Monica Farris** is in her 17th year of teaching and is a native of Guatemala.

## **Empowering Adult ESL Teachers to Develop Self-Directed Learners**

### **Legacy I**

Self-directed learning can be a powerful tool when harnessed for adult student language learning success. Learn about a professional development workshop that trained teachers in how to promote the development of self-directed learning in students.

**Presenters:** **Melissa Williamson Hawkins** is the International Teaching and Learning Specialist at the UAB Center for Teaching and Learning. **Meghan Gilliland** is the INTO UAB Learning Resource Center Coordinator with UAB's English Language Programs.

## **Strategies to Promote Digital Literacy in Adult ESL Courses**

### **Legacy II**

This presentation will tackle the use of technology in the ESL classroom and will explain simple ways to help students build digital literacy skills meaningfully and pragmatically.

**Presenter:** **Sarah Langcuster** is an Instructor of Spanish/ESL at the University of West Alabama.

## **Supporting ELs at the Secondary Level? Why, it's Elementary!**

### **Oak I**

Strategies and activities for secondary teachers, with an emphasis on supporting Newcomer ELs and SIFE students. Straightforward and uncomplicated approaches to help students connect their English language learning with grade level content.

**Presenter:** **Susan Penton**'s experience includes middle/high school English Language Arts teacher, high school Spanish teacher, Regional ESL Specialist, Alabama Reading Initiative, and ALSDE.

## Genius Hour

### Oak II

During this session participants will learn how all learners, K-12, can be supported, encouraged, and creative through research projects.

**Presenter: Ashley Uhrig**, MA, teaches 1st grade at Good Hope Primary and is an EdS TESOL candidate at UAB.

## Cultural Competency and Tutoring in the Multilingual Contexts

### Terrace I and II

As the upward number of international students increases, teaching can often be challenging in the multilingual classroom because of cultural gaps and language barriers. This presentation will describe common challenges and how to bridge cultural gaps and apply Instructional strategies.

**Presenters: Eunhee Lee** is Academic Services Coordinator at Shorelight Education in Auburn University. **Thomas Courchaine** is an ESL Instructor at Shorelight Education in Auburn University.

## Beating the Summer Slide

### Terrace III

Do you have challenges with beating the summer slide with your ELs? This presentation will provide practical ideas and research based practices for helping ELs become lifelong readers and learners through summer reading programs.

**Presenters: Alli Phelps** teaches K-5 at Shades Cahaba Elementary in Homewood, AL. She has earned English and ESL Degrees from Auburn and Alabama. **Nona Thomas** lived overseas for 11 years in South America. She has been teaching ESL for 15 years.

**4:00 to 4:45**

**Concurrent Sessions**

## TESOL Strategies and Resources: 9-12 Grade Teacher Perspective

### Azalea

Two 9-12 Secondary English Language Arts teachers will describe strategies and resources for English as a second language and SLIFE by describing their school's core class organization and age appropriate curriculum for teenagers who are beginner English language learners.

**Presenters: Jennifer Matthews** graduated from the University of Montevallo with a BA in English and MEd in Secondary Education. This is her 6th year teaching. **Annonnetta Golden** has a BS from Auburn University and an MS in Secondary ELA the University of Alabama. This is her 19th year teaching.

## **Art, Vocabulary, and Oral Language Development**

### **Legacy I**

Build oral language and explode vocabulary development in 20 minutes per day 4 times per week. See how robust discussions can happen with YOUR English learners:

Kindergartners- Adult learners!

**Presenter: Debra Simpson** is passionate about teaching and learning and loves helping teachers improve their practice.

**4:00 to 4:20**

**Concurrent Sessions**

## **Student-initiated Writing Feedback: An Action Research Exploration**

### **Legacy II**

This presentation will discuss the efficacy of Cresswell's (2000) model for students requesting feedback throughout the writing process. It requires significant student training for meaningful interactions, but this skill empowers students to seek answers to questions in future university classes.

**Presenter: Nathan Fulk** is a student-centered ESL instructor with interests in reading/writing, motivation, vocabulary and pronunciation.

## **EL Documentation Folders: How to Keep Students Organized**

### **Oak I**

Make sure that you have everything needed in your English Language Learner Folders.

**Presenter: Christina Thurman** graduated with her BA/MAEd from UAB and is a student in UAB's EdS TESOL program.

## **Students + Grammar + Dice = Engaging, Independent Language Production!**

### **Oak II**

Heighten grammar awareness and fully engage students in producing target grammar structures and vocabulary. Using several types of dice (6-sided, 10-sided, and 20-sided), students play games to produce sentences and questions. Easily adaptable to all skill levels and subjects!

**Presenters: Anna Skees** has been teaching grammar at UAB for 6 years. She enjoys finding new ways to make language learning fun. **Monte Erwin** is an experienced grammar teacher who loves guiding students toward those "Aha!" moments.



## **What Makes Critical Thinking Critical for Multilingual Writers?**

### **Terrace I and II**

The presentation will showcase practical activities that enhance critical thinking in writing classrooms using an interactive model based on an inductive approach of teaching with multilingual writers. Teacher assessment tools that promote critical thinking will be highlighted.

**Presenters:** **Charlsie Haire** teaches writing courses in the Writing and Rhetoric Department and Intensive English Program at the University of Mississippi. **Shokhsanam Djalilova** teaches writing in the IEP at the University of Mississippi. Her research area is response to writing.

## **Strategic Scaffolding for Korean EFL Students in Art-integrated Task-based Classes**

### **Terrace III**

While appropriating the Content and Language Integrated Learning (CLIL) for art-majoring college students of Korea, we investigate students' attitudes and perceptions on the use of artworks for language learning and explore the most effective ways of scaffolding by the instructors.

**Presenters:** **Dr. Punahm Park** is an assistant professor and director of General English Education Program at Seo Kyeong University, South Korea. **Dr. Tai-Won Kim** is professor in English at Sogang University, Korea, with a PhD in English from the University of Florida.

**4:25 to 4:45**

**Concurrent Sessions**

## **Issues and Ideas for Incorporating Global Citizenship Education Curriculum**

### **Legacy II**

As GCE programs look to diversify and enhance curriculum to appeal to students, faculty and instructors are tasked with creating and implementing the curriculum. This session will look to provide some context and clarity on implementing GCE.

**Presenter:** **Thomas Courchaine** is an ESL instructor for Auburn Global interested in Global Citizenship Education.

## **Goal Journals for Speaking, Listening and Vocabulary**

### **Oak I**

Presentation of several examples of Goal Journals for teachers to use in classes to support speaking, listening and vocabulary.

**Presenter:** **Darlene Key** has over 30 years teaching experience. She currently teaches at INTO UAB in the Pathway Program.

## **LAS Links for Progress Monitoring**

### **Oak II**

This session will introduce the LAS Links suite of assessments as a progress-monitoring solution for schools and districts. Participants will be able to view language data and resources used to inform instruction and evaluate student progress towards language proficiency.

**Presenter: Arlene Baez**, with over 15 years' experience, has experience as a teacher, school-based administrator, DL coordinator, and ESOL Supervisor.

## **Interactive Feedback to Promote Student Investment in Revision**

### **Terrace I and II**

Using results from multiple case studies, this presentation demonstrates how to compose feedback on Google Docs to promote meaningful student engagement with revisions. Along with the caveats of feedback practices, the presentation highlights classroom-tested interactive feedback tasks and strategies.

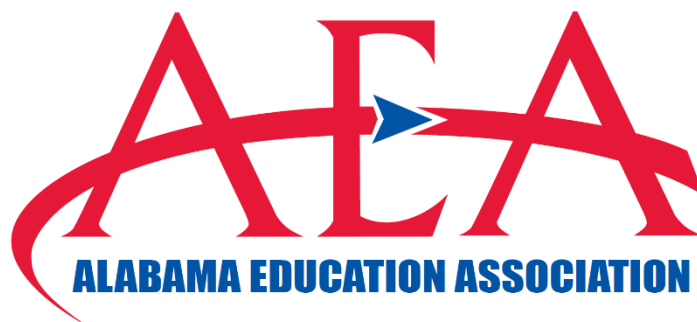
**Presenter: Shokhsanam Djalilova** is an instructor in the IEP at the University of Mississippi, and her area of research is L2 feedback.

## **Reading, Vocabulary, and Grammar: Meaningful Strategies for All Learners**

### **Terrace III**

In this highly practical session, learn several teaching methods that are impactful without being overwhelming. First learn a meaningful way to help students understand how all grammar concepts connect for meaning at the sentence level. Then, learn effective strategies that allow students to improve vocabulary and reading comprehension skills in a cross-curricular context. These easy-to-implement activities help teach idioms, culture, listening, writing, and critical thinking as well! Appropriate for all grade levels and proficiency levels.

**Presenter: Dawn Burnette**, a National Board Certified Teacher, has taught middle and high school language arts in public and private schools in Georgia since 1990. She develops curriculum materials for DGP Publishing and teaches professional development for school systems.



## Friday, January 24<sup>th</sup> | Poster Sessions

4:45 to 6:00

Poster Sessions

### **Enhancing EL Students' Language Development through Extracurricular Activities**

Students who participate in extracurricular activities can spend more time around their peers communicating. EL students benefit from this interaction and results are evident. Extracurricular activities promote teamwork, communication, and social interaction that they need to progress towards language goals.

**Presenter: Brian Sexton** is a teacher/coach at Hokes Bluff High. He is currently pursuing his EdS at UAB.

### **Celebrating Madison City Schools Student Biliteracy**

All Madison City students follow a pathway to biliteracy. The first MCS Seal of Biliteracy cohort graduated 32 students in 2019 and projections are high for subsequent years.

**Presenter: Dr. Natalia Dooley** has spent 18 years in public education arena as a teacher, instructional specialist, adjunct professor for Athens State University and Samford University, human resources and professional development coordinator, and presently as a federal programs coordinator with Madison City Schools.

### **How Do I Teach Them Content When They Can't Speak English?**

This presentation provides secondary general education teachers with strategies that engage English Language Learners while bridging the communication gap and teaching age level college and career standards.

**Presenter: Dianne Sigmon** is a History Teacher and a recent Graduate of UAB with her EdS in TESOL.

### **Identification is the Key**

How do I know if my student is a second language learner? Participants will examine the steps in the process of identifying English Language Learners. Classroom teachers will leave with an action plan for identifying future ESL students.

**Presenter: Ann Alexander** has an EdS in TESOL Curriculum and an MAEd.

### **Multilingual Learner Success through Rose-colored Glasses**

The researchers are studying the effect of self-directed methods and strategies from the aspect of graduate students in TESOL program to be English teachers and learning a third language to learn how their students feel when learning a language.

**Presenters: Kaipeng Xie** is an ESL Teacher and bilingual researcher. **Sedighe Zamani Roodsari** is a multilingual teacher and researcher who is a language freak.

## **Multilingual Learners Effect Change**

Multilingual Learners can effect change in their schools, communities, and world. Green Team and Multicultural Club places ELs in leadership roles that value and develop their language skills and academic knowledge while encouraging community engagement and awareness of local diversity.

**Presenter: Lindsey Simmons** is the ESL Resource Teacher for Saraland City Schools where she collaborates with students and teachers K-12.

## **Multilingual to the Rescue: Multilingual Learners' Success by Self Study Research**

We outline the differences between the methodology used between a monolingual and multilingual orientation to language acquisition. The increasing contact between languages and the methodology for teaching different ages in the context of globalization motivates such a shift of paradigms.

**Presenter: Sedighe Zamani Roodsari** is a language lover and multilingual teacher of K-12 and adults with background of English Translation, Linguistics, Teaching and Adult Education.

## **Teaching Self-Advocacy- Students CAN Lead their I-LEP**

Self-advocates set personal goals, speak up for their needs, and show increased motivation towards school. In these lessons, students learn their rights, the importance of self-advocating, and how to lead their I-LEP as they develop presentations to lead their meetings.

**Presenter: Emily Day** is a special education teacher with Gadsden City Schools pursuing her EdS in TESOL through UAB.

## **Using Instagram to Enhance ESL Learners' Writing Skills**

The presenter will share 6 effective teaching tips to integrate Instagram into ESL classrooms to help learners foster their writing skills while boosting their motivation.

**Presenter: Sezgi Acar** is a MA student in the TESOL program from University of Alabama.

## **Working with Deaf Students: On Understanding the Structure of ASL**

Working with Deaf and Hard-of-Hearing students in the ESOL classroom can be a challenge. This poster aims to educate K-12 and Adult Education ESOL teachers on the linguistics of ASL, to improve the teaching of English to ASL users.

**Presenter: Yanisa Haley Scherber** is a student at University of Alabama, working on her MA in Applied Linguistics and TESOL.

**4:45 to 6:00 AMTESOL Executive Board Meeting Monarch**

**6:30 to 7:30**

**Dinner**

**Grand Ballroom**

Braised Beef Short Ribs, Truffle Whipped Potatoes, Roasted Asparagus

-or-

Vegetable Lasagna, Baby Spinach with Spiced Walnuts, Dried Cranberries, Blue Cheese and Citrus Feta Vinaigrette

Red Velvet Cake with Cream Cheese Frosting

Tea, Water, and Coffee

**7:30**

**Keynote Speaker: Dr. Deborah Short**

**Grand Ballroom**



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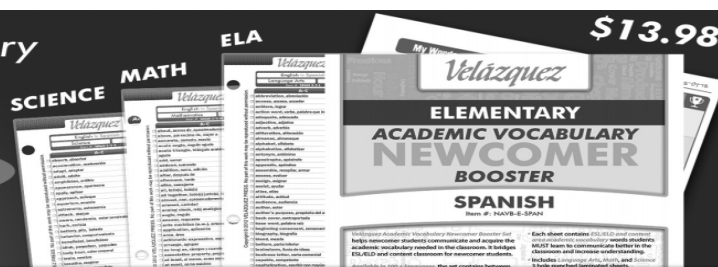
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## 2020 AMTESOL KEYNOTE SPEAKER

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**DR. DEBORAH SHORT**  
**FRIDAY, JANUARY 24<sup>TH</sup>, 7:30P.M.**

**GRAND BALLROOM**

### **Building a Community of Shared Responsibility**

This keynote shares stories and examines strategies to develop a community of shared responsibility among ourselves and our colleagues to ensure our students' needs are met through knowledge and action. Drawing from TESOL's Strategic Plan, The 6 Principles initiative, and the Action Agenda, this talk looks at ways that we as TESOLers can and have strengthened our programs, our classrooms, and our profession for our multilingual learners.

**Deborah J. Short, Ph.D.**, directs the Academic Language Research & Training, company, and provides professional development on academic literacy, content-based ESL, and sheltered instruction worldwide. She has directed research projects and program evaluations related to English learner education for the Carnegie Corporation of NY, U.S. Department of Education, and U.S. Department of Justice, among others. She co-developed the SIOP Model for sheltered instruction. Publications include *The 6 Principles* books for TESOL, SIOP Model books for Pearson, ESL textbooks for National Geographic Learning/Cengage, and professional journal articles. She has taught ESL and EFL, in New York, California, Virginia, and the DR Congo. She is TESOL's President-Elect for 2019-2020.



JANUARY 28-30, 2021



# 2021 AMTESOL CONFERENCE

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Conference Coordinator: Lynn Fuller -  
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## 2020 AMTESOL CONFERENCE

### SATURDAY, JANUARY 25<sup>th</sup>

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**7:00 to 8:00**

**BREAKFAST**

**Grand Ballroom**

Fresh fruit, Pastries, Honey Butter & Assorted Preserves,  
Yogurt with Natural Granola, Assorted Breakfast Cereals and Milk,  
Smokehouse Ham & Swiss Cheese Biscuits  
Juice, Coffee, Tea, and Water

**8:00 to 8:20**

**AMTESOL Meeting**

**Grand Ballroom**

**Don't miss the DOOR PRIZES!**

This meeting is open to everyone who attends the AMTESOL Conference. Registration for the AMTESOL Conference includes membership. Consequently, all conference attendees are automatically AMTESOL members. Meeting attendees will vote on members-at-large to serve on the 2020 AMTESOL Board. If you are interested in serving on the board, please be sure to attend this meeting. We hope to see you there.



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## 2020 AMTESOL KEYNOTE SPEAKER

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**ANA BEHEL**

**SATURDAY, JANUARY 25<sup>TH</sup>, 8:25 A.M.**

**GRAND BALLROOM**

### **Educating Multicultural and Multilingual Learners: Moving from Best Practices to Next Practices**

Strong forces work against change. We will explore how educators can move from best practices to next practices to ensure that all students can be future ready. We can start with the question of what does available data tell us about the effectiveness of our work and what are we going to do with this information to become more student-centered in all our work.

**Ana Behel** is the 2019-2020 Alabama Teacher of the Year. Originally from Guatemala, she first visited northwest Alabama as an exchange student and fell in love with the beautiful area and the wonderful people. She returned to Alabama two years later, married her sweetheart and raised two children. She first worked as a high-school foreign language teacher and taught Spanish and German for six years. She has enjoyed working as an English as a Second Language Facilitator and Teacher for most of her teaching career. Mrs. Behel earned her National Board Certification in 2009 and holds an undergraduate degree from the University of North Alabama, graduate degrees from the University of Alabama, and is currently pursuing a Doctorate in Educational Administration from the University of Alabama.



## Saturday, January 25<sup>th</sup> | Concurrent Sessions

9:00 to 10:45

Concurrent Sessions

### Implementing The 6 Principles in Your K-12 Classroom and School

Oak

This session offers an overview of TESOL's *The 6 Principles for Exemplary Teaching of English Learners: K-12*, and its application to classrooms, programs, and schools. It describes the vision for ELT education in the 21st century, explains optimal conditions for second language learning, showcases effective instructional and assessment practices, and discusses how to use the 6 Principles for teacher development and program improvement. By implementing the 6 Principles in strategic ways, English language educators can promote multilingual learner success.

**Presenter:** Deborah Short is our keynote speaker.

9:00 to 9:45

Concurrent Sessions

### How to Prove You're a Great Program

Camellia

Your program is grounded in best practices, but how do you prove it for accreditation and strategic communication? This session gives insider tips on the types of data and documentation that is valued by CEA and key campus leaders.

**Presenters:** Amy Snow is the Director of English Language Programs at UAB and now leads their program development, planning, and review. Kathy Martell is the Curriculum Coordinator and an instructor at UAB, focusing on EAP and program accreditation.

### Exploring Campus Resources Together

Legacy II

The presentation will describe the successful classroom incorporation of University Partners' programming into Pathway and IEP courses with the goal of empowering multilingual students to seek social and academic opportunities outside of the classroom.

**Presenters:** Mary Diamond has been a member of AMTESOL since 2007. She is currently an instructor with Auburn Global. Salora Wright has been a teacher/trainer in various fields for over 15 years. She is currently an independent communications consultant.

## **Paradigm Shift: From Focus on Plagiarism to Engagement**

### **Grand Ballroom I**

The process of engagement will be presented. We must focus on inquiry, scaffolding, learning strategies, and formative assessments throughout the writing process to eliminate plagiarism.

**Presenter: Dr. Theresa M. Johnson**, Assistant Professor English and TESOL, has over forty years' experience in the classroom.

## **In Their Own Words: Motivating Beginning English Literacy Learners to Read**

### **Grand Ballroom II**

Reading research suggests that adult students learn best when the learning begins from what they already know. This session will focus on the way that teachers and students can collaborate to enhance student motivation and persistence in the classroom.

**Presenter: Mary Rainey** is an ESL Instructor at Shelton State Community College with an MA in Applied Linguistics/TESOL from Georgia State University and is pursuing an EdS at UAB.

## **Understanding the Impact of Cross-cultural Values in the Classroom**

### **Longleaf**

Our cultural values affect our behaviors in profound, often unconscious, ways. Join this interactive session to learn about the most common values differences that cause conflict across global cultures, and consider the relevance of this information to the classroom environment.

**Presenter: Melissa Williamson Hawkins** is the International Teaching and Learning Specialist in the UAB Center for Teaching and Learning.

**10:00 to 10:45**

**Concurrent Sessions**

## **Teaching How to Avoid Plagiarism: Issues and Best Practices**

### **Camellia**

How do we get international students to use and cite sources properly? What issues arise and what are some best practices for dealing with them and helping students be successful researchers and writers?

**Presenter: Jennifer Paz** has been teaching English learners and designing curriculum/assessments for over 25 years.

## **The Practice of Active Learning: Creating a Note-taking Portfolio Project**

### **Grand Ballroom I**

This presentation outlines the inception, implementation, and evolution of an experimental and ultimately effective active learning/note-taking unit for Academic English/Pathway students. This infinitely adaptable project helps students improve listening and discover which note-taking styles work best for them.

**Presenter: Natalie Twelkemeier** is a UAB instructor who believes that active learning happens best when you least expect it.

## **Teaching Beginner ELs in the K-12 Classroom**

### **Grand Ballroom II**

Often teachers face challenges of knowing where to start when beginner ELs arrive in their classrooms. This presentation will describe the unique characteristics of beginner ELs before offering research-based strategies for classroom interaction, content based instruction and assessment strategies.

**Presenters: Dr. Gwendolyn Williams** is an associate professor of ESOL Education at Auburn University. Her research focuses on training ESOL educators. **Hyeon Jean Yoo** is a doctoral student in adult education at Auburn University whose research focuses on English learner education.

## **Research shows - 70% of STUDENTS BENEFIT**

### **Legacy II**

Students NOT ENGAGED or INVOLVED in their education... then change your approach. Learn a research-based, proven way to differentiate your curriculum. Presenting content in multiple ways, produces more relatable and learnable material with a significantly higher rate of retention.

**Presenter: David Frongillo** is a 25 year retired educator training and educating professionals looking to improve their educational presence and proficiencies.

## **The Accidental Advocate: A Protocol to Follow in the Moment**

### **Longleaf**

Everyone is a potential advocate, but we have to be prepared when the opportunity arises. From what to how to why (and where and when), we discuss ways to approach the seemingly unapproachable when you become the Accidental Advocate.

**Presenter: Dr. Andrea Word** is a teacher educator and linguist with over 20 years of experience in educational linguistics across P-16 contexts.

**10:45 to 11:00**

**Coffee Break**

**Pre-function Foyer**

**11:00 to 11:45**

**Concurrent Sessions**

### **One and Done ...Now Teaching is Fun!**

#### **Legacy II**

Disruptive students dominate your attention and time. Imagine speaking with troublesome student(s) just once, and it ends there. Learn a research-based, philosophy, proven to WORK. Create a healthy, productive classroom environment with decreased discipline occurrences while increasing academic performance.

**Presenter: David Frongillo** is a 25 year retired educator training and educating professionals looking to improve their educational presence and proficiencies.

### **Alabama Leaders Advocating for English Learners**

#### **Longleaf**

School administrators are key to ensuring district support of English Learners. The Alabama Leaders Advocating for English Learners (ALA-EL) was launched to promote statewide support in 2018. Find out what the ALA-EL is doing to help you and your students!

**Presenters: Dr. Susan Spezzini** is TESOL professor, program coordinator, and grant director at the University of Alabama at Birmingham. **Heath Grimes** is Superintendent of Russellville City School District and President of Alabama Leaders Advocating for English Learners (ALA-EL).

**11:00 to 11:20**

**Concurrent Sessions**

### **ESOL Teacher and School Counselor Attitudes and Perceptions of Collaboration**

#### **Camellia**

This session will present the findings of an original research study investigating the perceptions of ESOL teachers and school counselors on collaboration. Data includes survey responses to a semantic differential scale. Findings, conclusions, and practice implications will be discussed.

**Presenters: Dr. Jamie Harrison** is an Associate Professor of ESOL Education; research interests include teacher beliefs and advocacy for ELLs. **Dr. Malti Tuttle** is an Assistant Professor in Counselor Education and School Counseling Program Coordinator at Auburn University. Her research interests include school counseling. **Dr. Leonissa V. Johnson** is a certified Professional School Counselor and a National Certified Counselor. She was appointed Assistant Professor at Clark Atlanta University during the 2014-2015 academic year and teaches counseling foundations and school counseling courses. **Melissa Mecadon-Mann** is a first-year PhD student and graduate assistant at Auburn University studying Counselor Education and Supervision and works as a high school counselor in the metro-Atlanta area.

## **“I Think I Can”: Multiliteracies in the ESL Classroom**

### **Oak I**

Incorporating multiliteracies enable learners to draw on linguistic repertoires to create new meanings and take action to impact their worlds. This presentation offers a lesson that fosters a thematic understanding of multimodal texts and critical thinking in the ESL classroom.

**Presenters:** **Dr. Amanda Giles** is a middle school ESL teacher and an Adjunct Professor of Education. Her teaching interests include literacy and collaboration. **Amy Monroe** is an elementary ESL teacher. Her teaching interests include literacy instruction for ESL students.

## **Unlocking the Potential of Adult English Learners with Learning Disabilities**

### **Oak II**

Teaching adult English learners with learning disabilities can be challenging but rewarding for instructors. This presentation examines the impact of learning disabilities on adult ELs, issues around identification and assessment, effective instructional practice, and preparation of instructors to respond appropriately.

**Presenter:** **Matthias Maunsell** is a PhD student in Educational Studies in Diverse Populations at the University of Alabama at Birmingham.

## **InstaFeedback: The Value of the Here and Now**

### **Terrace I and II**

Speaking and listening students are often given spoken assessment feedback days (...weeks?) after the assessment is completed...and forgotten. Learn why immediate feedback is beneficial, how to give feedback that sticks, and get students to give effective peer feedback themselves.

**Presenter:** **Natalie Twelkemeier** is a UAB instructor who loves feedback...just don't criticize her shoes.

## **Multimodal Narratives Practice as a Pedagogical Tool in ESL Classes**

### **Terrace III**

This study investigates language learning by analyzing multimodal narratives in a community-based ESL program in the USA. The findings reveal that multimodal narrative practices facilitate language development and help adult language learners construct social and classroom identities.

**Presenter:** **Mahmuda Sharmin** is a PhD candidate in Applied Linguistics at the University of Memphis whose research interest is Language acquisition.

## **L1 Use in Corrective Feedback and Learner Uptakes in Foreign Language Learning**

### **Camellia**

Studies found that CF promotes L2 learning, and L1 use in L2 instruction helps learners accomplish cognitively demanding tasks. The study combined L1 use and CF, and examined how L1 use in CF in two Arabic classes affects L2 learning.

**Presenter: Md Nesar Uddin** has three MAs (English Literature, Jurisprudence and TESOL) and is a PhD candidate at the University of Memphis.

## **ESL and Science Teachers' Participation and Learning in Collaboration**

### **Oak I**

This research-based study examined the ESL and science teachers' participation and learning opportunities in collaboration. The participants' outcomes will include practical steps about how to initiate and sustain collaboration with mainstream teachers.

**Presenters: Dr. Amanda Giles** is a middle school ESL teacher and an Adjunct Professor of Education. Her research interests include teacher collaboration. **Dr. Bedrettin Yazan** is an Assistant Professor of Educational Linguistics at the University of Alabama. His research interests include teacher identity development.

## **Language Learners and Language Users in Preschool Classroom - Opportunities and Challenges**

### **Oak II**

The paper investigates how teachers of linguistically diverse preschoolers understand language learning and use in the context of their professional and personal biographies. It employs situated view of language teacher cognition, which recognizes its relation to teachers' emotional lives.

**Presenter: Joanna Cichocka** is a doctoral candidate in the Faculty of Education at York University in Toronto and a preschool teacher at Indiana University in Bloomington.

## **Pronunciation Blitz: Hitting the Highlights**

### **Terrace I and II**

Very few IEPs offer classes solely on pronunciation. Instead, teachers must seize brief opportunities during core classes to address students' trouble spots. Learn specific activities to address common segmental and suprasegmental issues which can be quickly incorporated into standard curriculum.

**Presenters: Amy Smith** holds an MA in Applied Linguistics/TESOL from the University of Alabama - Tuscaloosa. **Jenny Duckworth** holds an MAEd/ESL from the University of Alabama at Birmingham.

## **The Lexicon of the Bilingual Brain: Problems and Solutions**

### **Terrace III**

This presentation explores the struggles of bilingual students within the traditional classroom setting. The researcher will discuss these challenges and present activities that will help instructors strengthen ESL students' mental pathways.

**Presenter: Alexis Sizelove** is a senior at Troy University. She studies English with a minor in TESOL.

**12:00 to 12:45**

**Concurrent Sessions**

## **Getting to the Root of ESOL Advocacy**

### **Camellia**

Although TESOL Standards acknowledge the importance of advocacy, training is not always available. Presenters guide participants through a five-step process that explores ESOL teachers' professional spheres of influence. Participants will analyze a problem, visualize solutions, and develop an advocacy plan.

**Presenters: Dr. Josephine Prado** is assistant professor at the University of Alabama at Birmingham. Her research interests include advocacy and peace language. **Dr. Jamie Harrison** is associate professor at Auburn University. She teaches, writes, and researches about ESOL advocacy.

## **Making A Way: Finding Solutions through Connections**

### **Legacy II**

The ESL team at a K-2 school in MS found their way to effectiveness through parental involvement, community partnerships, and socio-emotional learning. Learn about their challenges and what is being done to overcome them. Share your own experiences and suggestions.

**Presenter: Michelle Portera** is an ESL teacher with 4 years' experience, a Kindergarten teacher with 15 years' experience, National Board Certified, and an Auburn University graduate.

## **Using Digital Tools to Support English Learners**

### **Longleaf**

Explore ways to use nine popular digital tools with EL students of all grades and English language proficiency levels. Tools include Google Translate, Google Read&Write, Kahoot!, Khan Academy, Quizizz, Quizlet, ReadWorks, Seesaw, and Ellevation.

**Presenter: Brittany Thompson, MA**, is an EL coach in Cullman County Schools and an EdS in TESOL candidate at UAB.



## **Master the Secondary School PD Challenge: An Innovative Approach to Empowering Secondary Classroom Teachers to Meet the Needs of their EL Students.**

### **Oak I**

Two Huntsville City School Secondary EL teachers developed a 4 Part PD series to help secondary classroom teachers meet the challenges of their EL students ranging from Newcomers to Level 4s.

**Presenters:** **Candace Hatcher** has 13 years of experience in teaching English as A Second Language and NBCT English as a New Language. **Eugene Fedoseyev** is a native Russian speaker. He has over 20 years of teaching experience.

## **Transition Services for ELLs with Special Needs**

### **Oak II**

ELLs with special needs pose a unique challenge to schools. The presentation will discuss ways to move ELLs with special needs through the transition from high school into a productive life in the community.

**Presenter:** **Dr. Joy Brown** is a Professor of Secondary Education at the University of North Alabama.

## **Collaborating in Virtual Communities of Practice**

### **Terrace I and II**

Participating in a community of practice enhances the capacity of teachers to effectively serve diverse learners. This session provides examples of internet based communication platforms that provide educators with access to a diverse network of peers, mentors, experts, and technology.

**Presenter:** **Mary Earley** works as Educational Program Specialist with the ESL Teacher Education program at UAB.

## **Go to Your Tool Box!**

### **Terrace III**

Using the Go To Strategies from Center for Applied Linguistics (CAL) to engage all learners and target the needs of English learners.

**Presenter:** **Mayte' Cotton**'s teaching experience includes Speech Pathologist P-12, Spanish Teacher/ESL Teacher P-12, Special Education Teacher K-6, Regional ESL Specialist, Alabama Reading Initiative, and ALSDE.

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## **A Thank You to Our Conference Volunteers**

**Conference Chair**  
Heidi Goertzen

**CEUs**  
Ann Marie Batista and Lynn Fuller

**Presentations and Poster Exhibits**  
Elise Harbin and Susan Spezzini

**Conference Program and Printing**  
Elise Harbin, Amy Taylor, and Lisa Preston

**Proposal Reviews**  
Marty Hatley and Hannah Rodgers

**Dinner PowerPoint and  
Online Presentation Resources**  
Lisa Preston

**Publishers/Vendors/Sponsors**  
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and Lisa Preston

**Keynote & Workshop Speaker Hosts**  
Heidi Goertzen and Tracy Koslowski

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Akia Allen, Sydney Bassett, Nancy Blanco,  
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Fowler, Katy Hall, Mojen Lau, Dely Roberts,  
and DeElla Wiley

**Website/Mass Emails/Facebook**  
Lisa Preston



# PROFESSIONAL DEVELOPMENT EVALUATION FORM

**SESSION NAME: AMTESOL 2020: A SHARED VISION FOR  
MULTILINGUAL LEARNER SUCCESS**  
**DATE: JANUARY 24-25, 2020**  
**INSTRUCTOR: VARIOUS**

Please **circle the appropriate number** for each question. We are asking for feedback; feel free to make both positive and negative comments. Suggestions for improvement will be gratefully accepted.

**1- Strongly Disagree      2- Disagree      3- Neutral      4- Agree      5- Strongly Agree**

<b>1. The content presented was relevant, useful and supported learning objectives.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>2. Trainer demonstrated expert knowledge of content presented and was organized and prepared.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>3. The ratio of lecture to discussions/activities was appropriate and useful for my learning.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>4. The interaction between participants and trainer(s) was appropriate and comfortable for the purpose of the workshop.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>5. Facilitator effectively managed group discussions and activities.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>6. The discussions and activities were engaging and interactive.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>7. The materials used were user-friendly and informative.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>8. Materials used were relevant, meaningful, and supported learning objectives.</b>	<b>1   2   3   4   5</b>
Comments:	
<b>9. Facilitator followed schedule (arrival, departure, break, etc).</b>	<b>1   2   3   4   5</b>
Comments:	
<b>10. What was most valuable for you today?</b>	



**Certificate of Attendance:**  
**Alabama-Mississippi TESOL Conference**  
**A Shared Vision for Multilingual Learner Success**



Participant \_\_\_\_\_ Email \_\_\_\_\_  
 Total Hours \_\_\_\_\_ School District \_\_\_\_\_ City/State \_\_\_\_\_

CEUs	Friday Morning, January 24, 2020	Friday Afternoon, January 24, 2020	Saturday, January 25, 2020
<p>If you need a certificate for earning professional development (PD) credit, complete the information requested on this certificate. Write your name, total hours attended, and other information at the top of this page and write the title of each attended session in its square.</p> <p>Alabama P - 12 teachers must submit an external credit request on PowerSchool. This new procedure is very different from previous years. It is recommended that you contact your respective school district for further instructions.</p> <p>To earn CEUs, Mississippi P - 12 teachers must turn in their Certificate of Attendance showing at least 10 hours, both NMEC forms, and a \$15 check at the AMTESOL conference counter.</p>	<b>PRE-CONFERENCE INSTITUTE</b>  <b>9:00-12:00 Workshop A:</b> <i>Effective Engagement between Schools and Communities</i>	<b>1:00-1:45</b> (concurrent sessions)  <b>2:00-2:45</b> (concurrent sessions)	<b>8:00-8:20</b> AMTESOL general meeting  <b>8:25-8:50 Keynote: Carol Behel,</b> <i>Alabama Teacher of the Year</i>
	<b>9:00-12:00 Workshop B:</b> <i>Bringing the Seal of Bilingual to Alabama and Mississippi</i>	<b>3:00-3:45</b> (concurrent sessions)  <b>4:00-4:45</b> (concurrent sessions)	<b>9:00-9:45</b> (concurrent sessions)  <b>10:00-9:45</b> (concurrent sessions)
	<b>9:00-12:00 Workshop C:</b> <i>Using Rubrics with International Students in Intensive English Programs on College Campuses</i>	<b>5:00-6:00</b> (poster presentations)  <b>7:30-8:30 Keynote: Deborah Short</b> <i>Building a Community of Shared Responsibility</i>	<b>11:00-11:45</b> (concurrent sessions)  <b>12:00-12:45</b> (concurrent sessions)

*Thank you for attending the 2020 AMTESOL Conference. Your presence has helped ensure the success of our conference.*

*Tracy Koslowski*  
 President, AMTESOL

*Heidi Goertzen*  
 Conference Chair

