Message from your Secretary
Mary Peacock

Where can you go to share teaching ideas and get informal advice from colleagues?
To apply for a scholarship to attend a TESOL Academy?
To register for the 2008 State Conference in Richardson?
Try the newly redesigned Tex TESOL V website (www.textesolv.org).

Gone are the yellow, green, and red blocks of yore; in their place is an easy-to-navigate site filled with local information and links to national and international resources for issues that affect us and our students.
Most information is available to the general public, but to post to the forums and respond to the blogs, as well as to access member-only portions of the site, take a moment to register. Just remember: visit often because the news of today is history tomorrow!

News from your Past-President.
Don Weasenforth

Since the site for the 2005 State Conference was convenient and accommodating, we will be returning in 2008 to the beautiful Renaissance Dallas Richardson Hotel and the Charles W. Eisemann Center for Performing Arts and Corporate Presentations. In case you have forgotten how beautiful these facilities are, take a look at their websites for a reminder:
☞ Eisemann Center: http://www.eisemanncenter.com/

There is a DART light rail station just outside the door of the Renaissance Hotel. The DART puts you within 30-40 minutes of Dallas’ Arts District, West End, and Deep Ellum.
On the following pages, you will find a list of Invited Speakers and the Call for Proposals, so please prepare yours today!
Bouncing into the 21st Century  by John Drezek, Advertising Manager

In the summer of 2007, a TexTESOL V subcommittee was formed to search for a web design firm to update our website. Dr. Ouellette, Mary Peacock, Diana Bustillos and I tried to envision what would serve us best while planning the 2008 State TESOL Conference for November 6-8, 2008. TexTESOL V had already procured Actēva online registration and payment services (http://www.acteva.com), a huge step forward in automating payments, simplifying the registration process for our members, increasing efficiency in handling membership data and reducing work demands on our all-volunteer staff. We hoped to find a web designer who would create a website that was attractive, professional, easy for TexTESOLers to navigate and effortless for board members to update so as to expand our service to the ESOL community. We contacted friends in the business to educate ourselves on what to ask for when requesting a proposal, then investigated what types of services were typical and economically feasible. After creating a list of needs, we contacted local and national web development firms. Each of us was tasked with finding 5-10 companies. I found mine through Craigslist.com. The proposals came in with vast differences between the bottom lines ($1000 basic design to well over $25,000). While cost was certainly important, I believe the designs of previous websites and the personality of the eBM team won us over (http://www.ebm-corp.com).

Wael Salama (President) was exceptionally professional and offered us many extras to secure our business, and Lindsay Stone (web designer) was confident, professional, knowledgeable. The eBM “superstar” team has been quick to respond to questions, resolve issues and willing to go the extra mile for our organization. For example, Lindsay researched and found a module for our website that would allow us to hold elections and created the ability for us to Blog and generate forums to better inform and give our members an opportunity to express themselves. She also installed a module allowing us to sell conference memorabilia such as: T-shirts, bumper stickers and mugs. We may never use that feature, but it shows how hard eBM Corp is willing work to exceed our expectations. We are currently in test mode for our new and improved TexTESOL V website and hope to bring it live in a week or so. The address will be the same, so click http://www.textesolv.org and check us out. Please be patient as we work feverishly to update content. We hope you find the website informative and fun. I have certainly learned a great deal in the last few months about the web design process. See you in November at the 2008 State Conference!
2008 TexTESOL State Conference

Teachers of English: Stars of Texas

Renaissance Dallas Richardson Hotel

November 6-8

Keynote & Featured Speakers

Sandra Briggs—President of TESOL
John Segota—Advocacy and Professional Relations Manager for TESOL
Dr. Kathleen Kenfield—nationally known consultant & speaker in the field of English Learner Education
Dr. Nancy Cloud—nationally known speaker in the field of Special Education for ELL’s
Gretchen Bernabi—ESL and Bilingual teacher trainer & educational consultant for Hampton-Brown/National Geographic
Laura Ayala & Georgina Gonzalez—TEA consultants for Curriculum & Assessment for ELL’s in Texas
Keith Folse—internationally known author & presenter in the areas of vocabulary research and writing instruction
Dr. Carol Chapelle—internationally noted author & instructional technology researcher
Carolyn Graham—author & presenter of Jazz Chants
Rose-Mary Rumbley—international speaker, author & humorist

Check the TexTESOL V website (www.textesolv.org) to access the Call for Participation, to submit your presentation proposal, to register for the 2008 TexTESOL State Conference, and for up-to-date information!
CALL FOR PARTICIPATION (Deadline: August 1, 2008)

PRESENTATION TYPES

Paper (45 minutes) A paper is most effectively presented as an oral summary with occasional reference to notes or a text. A paper discusses and describes work that the presenter is doing or has done in relation to either theory or practice. The presenter often has handouts and may also use audiovisual aids. The description should include a summary of the paper.

Demonstration (45 minutes) In a demonstration, most of the time is used for showing, rather than reporting about a technique for teaching or testing. Normally the presenter’s statement of the theory underlying the technique takes no more than five minutes. The presenter usually has handouts and may also use audiovisual aids. The description should include a brief statement of the presenter’s central purpose and a description of the presentation.

Workshop (90 minutes) A workshop includes very little lecturing by the leader; the emphasis is, rather, on the participants’ activity which is carefully structured by the leader. The leader works with a group, helping participants solve a problem or develop a specific teaching or research technique. The description should include a statement of the goal and a list of the tasks to be performed during the workshop.

Colloquium (90 minutes) A colloquium provides both formal presentation and participant discussion. It is a forum for a group of scholars to discuss current issues in TESOL and for open discussion among all in attendance. The organizer of the colloquium is responsible for securing the participation of co-presenters before submitting a proposal. The description should include a synopsis of the issue(s) to be discussed as well as a brief schedule of the presentations and discussion time.
CALL FOR PARTICIPATION (Deadline: August 1, 2008)

NAMES

- Presenters must pre-register for the conference.

Primary Presenter:
Institutional Affiliation:
Postal Address:
Email Address:
Telephone Number:
Fax Number:

Presenter 2:
Institutional Affiliation:
Email Address:
(same information for each additional presenter)

SAMPLE FORM

Please Submit Your Proposal ONLINE

http://www.textesolv.org

PRESENTATION TYPE

(Choose one) (See descriptions below)

- Paper (45 minutes)
- Demonstration (45 minutes)
- Workshop (90 minutes)
- Colloquium (90 minutes)

Presentation Title
(9 words max)

Abstract
(25 words max)

Presentation summary
(150-200 words)

Biographical statement(s)
(25 words maximum per person)

AUDIENCE APPEAL

(Choose all that apply)

- Elementary Education
- Teacher Education /Methodology
- Secondary Education
- CALL / Technology
- Research
- Adult Education/Workforce ESL /Literacy
- Higher Education
- Administration

EQUIPMENT NEEDS

- Overhead Projector/Screen ($45)
- LCD Projector/Screen/Adapter ($90)
- TV / VCR ($90)
- DVD Player / Monitor ($90)
- CD Player ($50)

- You must bring your own Mac / PC laptop.
- Mac users must bring their own adapter cables.

Other:

- The Renaissance Hotel, Prelude I/II, the Eisemann provide wireless service, the daily fee is $9.95.
- No wireless service is available in the conference area, where most presentations will be held.
- No hardwire connections will be provided. Please bring your own.
Margaret Redus, Membership mredus@dcccd.edu

Notice of Email Address Change: Please let me know when your email address (the one for this newsletter) changes. TT5 has gone paperless, so this address is our link to you! You can reach me at mredus@dcccd.edu.

Benefits of your TT5 Membership: Please check below and see how we can serve you!

TESOL Academy Scholarships
Members are invited to submit applications for the annual scholarship to attend the TESOL Academies. Look for announcements in your Fall Conference registration packet, the Tex TESOL V Newsletter and your email this spring.

TESOL Virtual Seminar Scholarships
TexTESOL V offers two scholarships semi-annually for TESOL’s Virtual Seminars, 90- to 120-minute Webcasts focused on key issues in ESL and EFL. You can access the seminars from your home or office, as a live event or using the playback feature. Registration is on a per site basis, so groups of professionals may benefit at no extra charge. For more information, link to www.tesol.org.

TexTESOLer of the Year Award
This annual award honors one TexTESOL V member for his/her service to TexTESOL V and the TESOL community of North Texas. The recipient receives full funding for travel and registration for attendance at the State Conference, where the award is presented. Nomination forms are distributed at the Fall Conference, via the TexTESOL V Newsletter, and via email throughout the year.

Virginia French Allen Award
Each fall TexTESOL V submits nominations for the TexTESOL V member who has provided outstanding service to the affiliate. Winners of the Virginia French Allen Award receive three years of TESOL membership including a subscription to TESOL Quarterly. See additional TESOL membership benefits above. Send your nominations to the TexTESOL V President or President-Elect. You may also submit nominations directly to TESOL.

Networking Opportunities
North Texas is home to some of the best professionals in TESOL, many of whom have served on the TexTESOL V Board, continue to advise the Board, and attend its sponsored events. Networking with colleagues at board meetings and conferences can be invaluable to your development as a TESOL professional. Check the TexTESOL V website, the TexTESOL V Newsletter, and your email for announcements of these opportunities.

Directory of ESL Programs in North Texas
TexTESOL V provides its members with a directory of North Texas ESL programs. The directory is useful in job hunting and communicating with local administrators. Members may access the directory online at the TexTESOL V website, using a password provided to members.
I hope your new year has been going well and that you are ready for the upcoming challenges. The month of February is the beginning of TELPAS which keeps everyone busy. Students must be rated on their listening, speaking, reading, and writing skills. The rating categories are beginning, intermediate, advanced, and advanced high. A minimum of 5 writing samples must be collected. It is required that you have 2 past tense narratives, 2 academic (content) paragraphs, and one other paragraph.

In March, students will take the RPTE, which is counted as the reading part of the TELPAS. The goal in Texas is for all English Language Learners to make at least one proficiency level of progress each year.

The TAKS tests are fast approaching. Teachers must complete LPAC documents for students stating that the student will be exempt or take the TAKS test. Only recent immigrants can be exempt from the TAKS test for up to 3 years if they meet the general and specific exemption criteria.

An immigrant LEP student who achieves a rating of advanced high on the state-administered reading proficiency tests in English during the student's first school year of enrollment in U.S. schools is not eligible for an exemption in the second or third school year of enrollment in U.S. schools.

An immigrant LEP student who achieves a rating of advanced or advanced high on this assessment during the student's second school year of enrollment in U.S. schools is not eligible for an exemption in the third school year of enrollment in U.S. schools.

Limited English proficient (LEP) students are not eligible for an exemption from the Exit Level assessment of academic skills on the basis of limited English proficiency. However, LEP students who are recent immigrants may postpone one time the initial administration of the exit level test. The term "recent immigrant" in this section is defined as an immigrant who first enrolls in U.S. schools no more than 12 months before the administration of the test from which the postponement is sought.

I wish you and your program all the best for 2008!
Jayme Lynch, Elementary Representative

As ESL educators we want to do everything in our power to help our children’s language grow. In the classroom we sing, dance, instruct, explain, act things out, model, differentiate, motivate, …basically we do it all!

Our children learn language from us but that is not all, they are learning a new culture, to read, to write, and to comprehend everything happening around them. As much as we do in our classrooms and schools, there is also another place our students can continue their language journey, at home! As basic and simple as some of these seem, they are incredibly helpful to our students. Here is a list of ideas that parents can do with their child at home after school, on weekends, and even during holidays.

• Talk over words that your child does not understand. Look them up together in a dictionary. Practice using the new words when you speak with each other.

• Make sure you check out books on tape from the library. Listening to native English speakers can help your child develop correct grammar and new vocabulary.

• Make sure your child knows that having a different culture and a different language is something wonderful!

• Watching cartoons with English spoken in them is a wonderful tool for children to quickly learn the language.

• Have your child read restaurant menus, driving signs, children’s magazines, the funnies in the newspaper, etc.

• Consider checking out books about kids learning English.

• Encourage your child to read non-fictional text and fictional text. This will help develop reading skills and expand vocabulary knowledge.

• Have your child keep a journal in which to record their responses to books read, movies, or television programs they have seen. They could also create their own fictional stories.

• Have your child give a summary of the main events in the stories they have heard, or state some of the important information they have learned from non-fiction sources.

• Make sure your child knows basic vocabulary words. You might draw pictures on index cards and label the objects on the back. Keep a box with these cards in an accessible place in your house and add new vocabulary words as needed. Your child can use them as flashcards or use the words in spoken or written sentences for practice.

• Read and reread books aloud. Read aloud to your child to help him/her learn the language and expand their vocabulary. Choose high-interest books with strong visual cues that correspond directly to the text. Read books again and again so that the student internalizes certain language patterns. Find books that he/she can read independently, using her reading level and interests to guide your selections.

• Encourage your child to speak, read and write their native language. Your child has the marvelous benefit of being multi-lingual. In today’s world, that is a great asset.

Family is one of the most important things in the world to our students and they will learn so much with them as they grow. I hope that you will share some of these items with your students’ parents.
Is That A Real GED?

As an instructor of adult ESL students, the orientation process usually involves determining goals for the future. Many of our students list obtaining a GED as a primary goal. Unfortunately, there are unscrupulous individuals and companies trying to take advantage of the people who can least afford it. The Office of Vocational and Adult Education released the following information this month:

The General Educational Development Testing Service (GEDTS) warned this month that real GED credentials cannot be earned through correspondence courses or on the Internet. GEDTS has received complaints from students who paid high fees to take fake GED tests and who had not earned the credential accepted by hiring personnel, college admissions officers, and military enlistment personnel. Real GED tests can be taken only in person at official GED testing centers.

Please pass this information on to your adult students. If I can be of assistance to you, please contact me. brency@mansfieldisd.org

Cindy Brennan, ESL Specialist, Mansfield ISD.

In a key election year, we cannot afford to remain relaxed, sit stagnant, or appear apathetic. We must hold our key elected officials accountable. You don’t know where to find information regarding key issues? You are not sure who your senator or congressperson is? All you need to know is your zip code and you can access a wealth of political information. The US Advocacy Center site allows you access to a tremendous amount of information you need, such as phone numbers, e-mail and physical addresses, to contact your favorite politicians. In addition, the site provides examples of form letters and correct headings for addressing letters to Capitol Hill politicians. The complete 2008 election dates are listed along with links to the local Texas state website. You’re not sure where your polling location is? You can find that information on this site as well. You can find links to all of the NCLB legislation issues. Be sure to vote in every election and don’t forget to do your homework regarding the issues at the local, state and national levels. A link to the advocacy site is on the TESOL V homepage or you can go to www.TESOL.org and select advocacy or action alerts.

Janine Kornegay, Advocacy Representative
Mellanie Clay, Treasurer

### Treasurer’s Report as of February 10, 2008

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**Newsletter Item Submission Deadlines**

**Email** submissions to Rita Deyoe-Chiullan at ritadeyoe@yahoo.com.

- By March 17, 2008 for the *Spring 2008 Newsletter*
- By May 12, 2008 for the *Summer 2008 Newsletter*
- By November 10, 2008 for the *Fall 2008 Newsletter*
**Favorite Textbooks for ESL and Bilingual Professionals**

by Rita Deyoe-Chiullan


**Websites for ESL and Bilingual Education Professionals**

by Rita Deyoe-Chiullan

Stephen Krashen’s website [http://www.sdkrashen.com](http://www.sdkrashen.com)

Jim Cummins’ website [http://www.iteachilearn.com](http://www.iteachilearn.com)

Colorín Colorado! Differences between Spanish and English (attempts to explain contrasts) [http://www.colorincolorado.org/educators/background/capitalizing](http://www.colorincolorado.org/educators/background/capitalizing)

Items in Spanish to share with parents. [http://www.colorincolorado.org](http://www.colorincolorado.org)

Reading Rockets: Launching Young Readers [http://www.readingrockets.org](http://www.readingrockets.org)

LDonline: Website on learning disabilities and ADHD [http://www.ldonline.org](http://www.ldonline.org)

Education Week keeps you current on important issues. Links to executive summaries or reports can often be downloaded as pdfs. [http://www.edweek.org](http://www.edweek.org)

Larry Ferlazzo’s online resources for ESL teachers are voluminous, frequent, overwhelming... [http://larryferlazzo.com/english.html](http://larryferlazzo.com/english.html) (website)


TESOL’s Tapestry critiques original research on language acquisition and teaching children learning ESL and provides a bibliography of research studies and teaching resources supporting the research.” [http://www.tesol.org/s_tesol/cat_tapestry.asp?CID=1585&DID=8732](http://www.tesol.org/s_tesol/cat_tapestry.asp?CID=1585&DID=8732)

The Center for Applied Linguistics [http://www.cal.org](http://www.cal.org) has an outstanding new Culture Guide for those welcoming refugees belonging to various cultural and linguistic groups from Burma.

Other Useful Links from the Fall Newsletter

Subchapter A, Required Curriculum, 74.4 English Language Proficiency Standards [http://www.tea.state.tx.us/rules/board/proposed/1007/74-4-one.html]. Texas Standards

Bilingual/ESL Education TEA Listserv
The Dual Language Immersion Rules have been filed in the Texas Register and adopted to be effective July 23, 2007. [http://www.tea.state.tx.us/rules/tac/chapter089/ch089ff.html].

New Resources--Special Education TEA Listserv
Updated guidance on Disproportionate Representation and Significant Disproportionality is at [http://www.tea.state.tx.us/special.ed/guidance/]. Three documents have been posted to the Student Assessment Division website:

ELA-Reading TEA Listserv NOTICE
The state Dyslexia Handbook has recently been revised to reflect current research, rule and law. The revised Handbook is currently available in electronic format in both English and Spanish at [http://www.tea.state.tx.us/curriculum/elar/index.html]. Please scroll down the page to the area titled Documents and under the heading of Documents the first two options are the English and Spanish versions of the handbook.

College Readiness (HB 1) Implementation
HB 1, 79th Texas Legislature, Third Called Session, includes a number of initiatives regarding high school success and college-readiness, as well as a provision for education research centers, which could be located at institutions of higher education, the Texas Education Agency, or the Coordinating Board.
More Useful Links from the Fall Newsletter

**TEA listserv mailing lists** are essential for those who have or seek leadership roles in schools. Go to [http://miller.tea.state.tx.us/list/](http://miller.tea.state.tx.us/list/) to subscribe to one or more TEA listserv mailing lists to receive updates on changes in rules, regulations, relevant special training provided by TEA and other professional information you may need. The Bilingual/ESL Education listserv is essential, but so are listservs for Reading or Language Arts or content areas we teach. [Links to additional TEA resources regarding rules and regulations](http://www.tea.state.tx.us/rules/home/) are available at [http://www.tea.state.tx.us/rules/home/](http://www.tea.state.tx.us/rules/home/).

From **Cindy Brennan, Adult Education Representative**: The hot topic of the year is **CONTENT STANDARDS**. Across the U.S., states are preparing to comply with reauthorization of the **Workforce Reinvestment and Adult Education Act of 2003**. There are new amendments which address **Adult Basic Skills and Family**. Adult education and literacy programs must now **account for results through the development of measurable content and performance standards**.

To this end, **Texas published Content Standards for Adult Education in June, 2007**. According to the Adult Education Content Standards website, the guiding principle of the Texas ESL standard is to help ABE/ASE students “**speak so others can understand, listen actively, read with understanding, and convey ideas in writing.**” This standard was adopted from **Equipped for the Future (EFF)**. Distinct standards are now established that align the content or curriculum with performance expectations or outcomes.

To see the Texas Content Standards or to obtain more information on this topic, visit the **Adult Content Standards website** at this link: [http://www.adultedcontentstandards.ed.gov](http://www.adultedcontentstandards.ed.gov)

From **John Drezek, Advertising Manager**: Teaching overseas for 9 years was a fantastic experience, and I believe it has given me greater empathy for our international students living and studying in Texas. I suggest a visit to [Dave’s ESL Café](http://www.eslcafe.com/joblist) to any teacher wishing to expand his/her perspective. [http://www.eslcafe.com/joblist](http://www.eslcafe.com/joblist) Dave has a large, **up-to-date list of career opportunities all over the globe**. If you are interested in teaching in Japan, write me at: jdrezek@dcccd.edu as I still have a few contacts in the Kansai area which includes the cities of Osaka, Kyoto, Nara and Kobe. I look forward to hearing from you.

From **TESOL**: At its recent meeting, the **TESOL Board of Directors** approved the following items:

- Position Statement on the Role of Teachers' Associations in Education Policy and Planning
- Position Statement on Terminal Degree for Teaching English as a Second, Foreign, or Additional Language
- An amendment to TESOL’s Statement of Principles and Preliminary Recommendations for the Reauthorization of the Elementary and Secondary Education Act (ESEA) supporting the use of **weighed assessments for accountability**.

Available for download on the **TESOL website** at [http://www.tesol.org/PositionStatements](http://www.tesol.org/PositionStatements).
Submission Guidelines for e-Newsletter
(Guidelines adapted from TexTESOL Region III)

All articles and reviews should be between 500 and 1500 words in length. Please also include a biographical statement (in sentence form, maximum 30 words). Please send submissions electronically as Microsoft Word documents, with no special formatting, to Rita Deyoe-Chiullan, ritadeyoe@yahoo.com. Please save images as .jpg files.

Possible topics
ESL, EFL, EIL (English as an International Language)
Bilingual Education
Second Language Acquisition
Teacher Education
Language Education Research Issues
Sociocultural Issues
TESOL Intrasection Topics

Cited works should conform to the requirements of the Publication Manual of the American Psychological Association (5th edition). For more information, consult http://www.apa.org/books/ordering.html

Types of Submission
Feature Articles (1200-1500 words) ESL curriculum and instruction, teacher education and professional development, program administration, socio-cultural issues, research on ESL/multilingual issues.
Brief Reports (600-900 words) Book reviews, reports on conference presentations and papers, reviews of ESL materials.
Personal Accounts (500-700 words), such as stories and tips from the classroom related to TESOL, and reader responses.
Announcements (50-75 words) of forthcoming presentations and meetings or forthcoming articles and books on issues related to TESOL.
Brief Information (500-700 words) about Websites, Blogs, and other Resources of interest to ESL/Bilingual Professionals, their students, and the communities we serve.
Calls for Conference Presentation Proposals, Professional Scholarships, Travel Awards, and Funding Opportunities.
24th Annual Bilingual/ ESL Education Association of the Metroplex (BEAM) Spring Conference

“Bilingual/ESL Education: Achieving Learner Standards through Differentiated Instruction”
Timberview High School, Mansfield ISD
April 5th, 2008

CALL FOR PRESENTATIONS

Teacher and Administrator workshops will address elementary and secondary issues in Bilingual/ESL education related to:

- Differentiated Instruction and ELL's
- Title III – Planning, Implementation, Evaluation
- Dual Language Programs
- Incorporating Culture into the Bilingual/ESL Classroom
- Language Learning and the Integrated Curriculum
- Sheltered Language Instruction
- Cooperative Learning
- The Pre-literate Learner
- Language Acquisition and Secondary Students
- Celebrating Diversity
- Mentoring and Peer Coaching
- Staff Development and Professional Learning Communities
- Public Relations & Advocacy for Bilingual/ESL Educators
- Fine Arts and the 2nd Language Learner (Music, Dance, Art)
- Reading Recovery for Bilingual/ESL students
- Transfer
- Special Education, Dyslexia… and Second Language Learners
- Technology in the Bilingual/ESL Classroom
- Parent and Community Involvement
- Program Models and Implementation
- Preparation for TAKS in English &/or Spanish
- Student Attendance/Drop-out Prevention Initiatives
- Understanding by Design with ELL’s

Sessions are 90-minute, preferably interactive, presentations. Persons interested in submitting proposals should request a complete packet from:

Online at: www.bilingualbeam.org or to: Ana Jimenez
ana.jimenez@gpisd.org
330 N.E. 27th St.
Grand Prairie, TX 75050
Fax (972) 266-7798
BEAM 24th BILINGUAL/ESL SPRING CONFERENCE
Timberview High School – Mansfield ISD
April 5, 2008

New Deadline: Presenter Form (Return by February 4th, 2008)

PLEASE PRINT OR TYPE. TITLES MUST BE NO LONGER THAN 12 WORDS

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<td>Languages of Presentation: English Spanish Other</td>
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Presenters must register with a registration form mailed/faxed/sent electronically to the address on the registration form. Registration fees will be waived for only 1 presenter per session. Lunch is not included in the waived fees but presenters may purchase lunch tickets and/or pay for BEAM/TABE membership separately. Please expect an e-mail confirmation of receipt of your proposal within 3-5 days. If confirmation is not received, please contact Ana Jimenez at (972) 343-4788.

Type or Sign your Name and date:

Please attach:
1. Workshop Summary: 75-word max. This summary will be edited for the program and should include a description of the workshop objectives, format and handouts.
2. Brief Biographical Statement for each presenter (15-35 words).

E-mail to: ana.jimenez@gpisd.org or Fax to: (972) 266-7798
Mail to: Ana Jimenez
GPISD Community Enrichment Center
330 N. E. 27th
Grand Prairie, TX 75050
Teacher Education Division of the Council for Exceptional Children announces the
Call for Papers for its 31st Annual Conference
to be held at the Hilton Dallas Lincoln Centre
November 5-8, 2008

Conference Theme: Teacher Education and Special Education in Changing Times: Personnel Preparation and Classroom Interventions

Call for Papers
Proposal Deadline: April 15, 2008
Proposals accepted electronically
Access: http://www.tedcec.org

Conference Chairperson:
Dr. Lyndal M. Bullock
P. O. Box 310860
University of North Texas
Denton, Texas 76203
lyndal.bullock@unt.edu
San Antonio Area Association for Bilingual Education

30th Annual San Antonio Area Association for Bilingual Education Conference

April 11-12, 2008

ESC, Region 20
1314 Hines Ave.
San Antonio, Texas 78208

Join the Movement Toward Bilingualism for All

Call for Proposals

PROPOSAL DEADLINE: MARCH 14, 2008

We’d like to extend an invitation for you to submit your proposal application for the San Antonio Area Association for Bilingual Education Conference, to be held April 11-12, 2008. This year we are adding a cultural component (dance, drama, art, poetry, traditional cuisine, crafts etc.) to the conference making it a two day event. The SAAABE Annual Spring Conference theme is “Join the Movement Toward Bilingualism for All.” Join us and become part of the “Movement” in furthering bilingualism for all and advocating for the success of our children, families, and communities.

Please review the guidelines and complete the proposal application. We encourage you to share this information with others who may also be interested in submitting a proposal to present at this year’s conference.

Manuel E. Ornelas
SAAABE President

For more information contact:
Sylvia Ann Trejo or Manuel E. Ornelas
sylvia.trejo@fc.ecisd.net manuel.ornelas@fc.ecisd.net
AnnTrejoSan@aol.com
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Presenter’s Proposal Form  SAAABE Annual Spring Conference  
April 11-12, 2008   ESC, Region 20   
1314 Hines Ave.   
San Antonio, Texas 78208-1899

Title of Presentation: ___________________________________________________________
Lead Presenter(s): ______________________________________________________________
Co-Presenter(s): ______________________________________________________________
Position/Employer: _____________________________________________________________
Mailing Address: __________________________________________________________________
Business Phone: ___________________________ Home Phone: _____________________________
Fax No.: ___________________________ Home e-mail: _____________________________
Type of Presentation: ________ Cultural (Friday) [dance, drama, art, poetry, traditional cuisine,
crafts etc.] ________ General Conference (Saturday)
Format of Presentation: __________________________________________________________
Language of Presentation: _____ Spanish     _____ English  _____ Other
Length of Presentation: 1 hour      ____ morning only  _____afternoon only  _____both
Target Audience: _____ Teachers  _____ Administrators _____ Parents
                 _____ University Students _____ Other: Specify: ____________________
The lead presenter will receive complimentary registration to the conference and Tertulia reception on the evening of Friday, April 11, 2008.

REVISED DEADLINE SUBMIT PROPOSAL BY   March 14, 2008

ABSTRACT: In three or four sentences, describe the content of the presentation and its application in
the bilingual classroom. It is important that your description be concise for the benefit of all attendees.
Please quote available research that supports your presentation.

Objective of the Presentation:

Outline of the Presentation:

Professional profile of the Presenter(s): In 35 words or less provide a biographical sketch of each
presenter. This information will be used to introduce the presenter(s).

Mail proposal to:
Sylvia Ann Trejo
1134 SW 41st St.
San Antonio, TX 28237
TESOL Launches Online Directory of Degree and Certificate Programs in TESOL

Alexandria, Virginia (January 2008)—Teachers of English to Speakers of Other Languages, Inc. (TESOL), announces the launch of the new online Directory of Degree and Certificate Programs (DDCP) in TESOL. The first online resource of its kind, the DDCP features approximately 450 university-level academic and training programs in English as a second language (ESL) and related fields in the United States and Canada.

With the growth of English language teaching worldwide, those looking to enter the field of TESOL often seek guidance on the variety of academic and training programs available to them. Previously available for purchase as a printed volume from TESOL, the DDCP is now freely available online and contains updated lists on a broad variety of undergraduate, certificate, master’s, and doctoral programs in the United States and Canada. The DDCP also contains information on programs that lead to state or provincial credentials in English language teaching.

The DDCP operates as an online database of program information researched by TESOL. Visitors can browse for schools by major, program, degree or certificate, location, distance learning offerings, and credentialing information. Each program listing includes profile data about admissions requirements, faculty, curriculum, tuition, financial aid, and contact information.

To access this online directory, go to www.tesol.org and click the DDCP banner on the left-hand column.

At present, the DDCP only includes programs offered in the United States and Canada. Institutions that wish to be added to the directory can contact Carol Edwards, Publishing Manager, cedwards@tesol.org.

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Founded in 1966, Teachers of English to Speakers of Other Languages, Inc. (TESOL), is a global education association with more than 14,000 members and approximately 100 affiliates in over 150 countries. Representing a multifaceted academic discipline and profession, TESOL offers members serial publications, books, and electronic resources on current issues, ideas, and opportunities in the field of English language teaching. TESOL also conducts a variety of workshops and symposia, including an annual convention, regarded as the foremost professional development opportunity for English language educators worldwide. TESOL's mission is to ensure excellence in English language teaching to speakers of other languages.