

*TESOL Advocacy &
Policy Summit*

See Page 2

*The New Look of
ConnTESOL*

See Page 3

The Connecticut Affiliate of the National TESOL Association

The ConnTESOL

Quarterly

Sacred Rok:

Spotlight on Kenji Hakuta

Issue 3
Summer
2014

While Dr. Kenji Hakuta is a world-renown advocate for all things TESOL, there is another side of him; we know that for the past few years, Dr. Hakuta has “been increasingly consumed by matters related to the Common Core State Standards, Next Generation Science Standards, and the related (“corresponding”) English Language Proficiency Standards,” (Stanford.edu/~Hakuta/) but what most people don’t know about is his involvement in an organization called Sacred Rok.

Sacred Rok is a nonprofit organization based in Yosemite, California, which has been fortunate enough to receive funding from Clif Bar, Patagonia, and the North Face, as well as numerous private contributors. Started in 2009 by legendary rock climber, Ron Kauk, and Dr. Hakuta, the mission of the organization is “to support youth in nature, helping youth to learn to respect nature and through that, to respect themselves,” (SacredRok.org) and works to bring “youth from foster homes, Boys and Girls Clubs, and juvenile probation”

out to do just that. Dr. Hakuta is the Secretary and Treasurer for Sacred Rok, and his involvement in holding these two positions demonstrates his passion and feelings towards the success of the outcome for the youths involved.

He understands the universal truth, that while all forms of education are important, “most human growth happens outside the school doors,” and acknowledges that “I renew myself constantly by being outside, hiking to the glaciers, climbing the rocks and feeling the wind.” (SacredRok.org) It is this dedication to a holistic lifestyle which explains why Dr. Hakuta is involved in Sacred Rok. If you would like to know more about this program, please visit SacredRok.org for details and testimonials, and donations would be greatly appreciated.



2014 TESOL Advocacy and Policy Summit

While some of us were enjoying the first days of summer and the first real reprieve from the school year, Violeta Kovaci, a ConnTESOL board member and 7 year ESL veteran in Hartford Public Schools, was attending the 2014 TESOL Advocacy & Policy Summit. Violeta was joined by over 60 other members of the TESOL International Association, who converged on Washington, DC between June 22nd pressing June 24th to discuss some of the more pivotal issues of the TESOL world.

The Summit was, as its name suggests, primarily divided into two main elements; Advocacy and Policy.

As part of the preparation work for the Advocacy program, participants were urged to meet with their congressional representatives to discuss ongoing topics of interest within the education. Violeta Kovaci, along with Marla Heath, an ESL Adjunct at Sacred Heart University, and Virginia Stephens, the Director of GE Scholarship at Sacred Heart University, met with staff from the offices of Congressman Jim Himes,

Congressman Joe Courtney, Senator Christopher Murphy, Congresswoman Elizabeth Esty, all of whom are affiliated with education and appropriations committees. This meeting was held to discuss Title III of the Elementary and Secondary Education Act, and the two main K-12 formula grant programs to support Title I and the Individuals with Education Act, and their respective impacts in Connecticut. During the course of the advocacy portion, participants were engaged in activities which helped them better understand and learn about the advocacy process, including being led through grassroots training activities.

During the policy portion of the Summit, Carlos Martinez and Emily Davis, from the US Department of Education, offered a general overview and update from the Office of English Language Acquisition (OELA). Davis, an ESL Teacher and Teacher Fellow Ambassador,

discussed ongoing teacher preparation and quality initiatives. Other highlights included presentations from the US Department of Justice, on the civil rights of English Learners (ELs), and from the US Department of Homeland Security, on a Student

Exchange Visitor Program, an overview of the Common Core State Standards and its impact on ELs, and an update on Adult EL programs, from the Office of Career, Technical, and Adult Education (OCTAE).

On the final day, there was a debriefing over dinner wherein participants shared their collective experiences. Many felt that the Summit was important, as it provided information how TESOL policy is fashioned and about given the tools that facilitate that process. Violeta concluded by stating that “everyone seemed to have had a great time, and more importantly learned something about current statutes.”

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Mitch Peterson
Editor

The New Look of ConnTESOL.org

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"To serve the Teachers of English to Speakers of Other Languages and their students."

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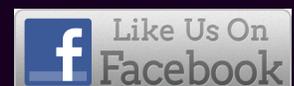
 The 44th Annual Conference

 2014 Scholarship Recipients



If you haven't visited the ConnTESOL website recently, you may be in for a surprise. The website has been updated and given several tweaks. The first major difference is its physical appearance... Our new website and mobile friendly version, display our new logo. Members will find information on our upcoming conference and have the ability to register here.

We would like to hear from you!
Contact us at ConnTESOL@gmail.com
Visit our website: <http://conntesol.org/>



2013-2014 ConnTESOL Board Members

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Vacant

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Marie Salazar Glowski

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44th ANNUAL ConnTESOL CONFERENCE

Saturday, October 25, 2014

Crowne Plaza, Cromwell

LANGUAGE IN ITS COMPLEXITY

This Years Topics

- English Language Learners and the Common Core State Standards
- Career and College Preparedness for the ELP Completer: English For Specific Purposes [ESP]
- The World is Your Classroom - Teach abroad at U.S. Embassy projects with the English Language Programs
- Beyond 5 Paragraphs: Genre-Based Analysis
- Using Grammar Communicatively
- Academic Vocabulary Strategies to Help ELLs Meet the Common Core
- Promoting ELL Participation in Constructive Turn & Talk Conversation - With a Blended Learning Twist!
- Scaffolding for Success: Increasing ELL's Access to Content Area Curriculum
- Literature Circles: An Effective Close Reading Tool for ELLs
- Should I Flip, and How Do I Do It?
- Helping Saudi Students Succeed Academically through the ESL Classroom
- Bilingual Writing of Italian Adolescents Learning English: Preliminary Findings
- Relief [Somewhat] for Tired Teachers
- Tools for Determining Language Difference or Learning Disability
- Theater as Context for Language Learning
- The Importance of Interaction in the Writing Classroom
- Develop High-Level Vocabulary through Discussions about Fine Art Images

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SCHEDULE

- 8:00–9:30 Breakfast, Registration, & Exhibitors
- 9:30–10:00 Welcome, Scholarship Recipients
Marie Salazar Glowski, English Language Learner/Bilingual Consultant, CSDE
- 10:00–11:00 Keynote: Kenji Hakuta
English Language Learners and the Common Core State Standards
Dr. Hakuta explores the challenges for ELLs and the CCSS and Next Generation Science Standards. He argues "that content acquisition [a goal of schooling, highlighted within the CCSS] is highly related to language proficiency in English." These demands pose many challenges for ELLs which Dr. Hakuta argues, can only be solved through collaborations. All participants in the educational enterprise need to be part of these collaborations.
- 11:10–12:10 Session 1 Workshops
- 12:15–1:25 Lunch & Annual Business Meeting
- 1:30–3:00 Session 2 Workshops
- 3:05–4:05 Session 3 Workshops



Dr. Kenji Hakuta

Kenji Hakuta is the Lee L. Jacks Professor of Education at Stanford University. He received his Ph.D. in Experimental Psychology from Harvard University and began his career as a developmental psycholinguist at Yale University. He is the author of many research papers and books on language, bilingualism and education, including "Mirror of Language: The Debate on Bilingualism." Dr. Hakuta has testified to Congress and courts on language policy, the education of language minority

students, affirmative action in higher education, and improvement of quality in educational research. He is an elected Member of the National Academy of Education, a Fellow of the American Educational Research Association, and Fellow of the American Association for the Advancement of Science. He has served on the board of various organizations, including the Educational Testing Service, the Spencer Foundation, and the New Teacher Center.



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|---|-----------------|
| <input type="checkbox"/> Early Bird Registration (8/25/2014-9/20/2014) | \$80.00 |
| <input type="checkbox"/> Pre-registration (9/21/2014-10/18/2014) | \$90.00 |
| <input type="checkbox"/> Late registration (10/19/2014-10/24/2014) | \$110.00 |
| <input type="checkbox"/> Full-Time Student (8/25/2014-10/24/2014) ONLINE ONLY <small>(Students must show Student ID at Conference)</small> | \$40.00 |
| <input type="checkbox"/> On-Site Registration (10/25/2014) | \$110.00 |



ConnTESOL



Designed by the
State Education Resource Center
www.ctserc.org

Register at: www.regonline.com/conntesolconference2014

Bilingual Teacher Pipeline

In April 2014, WCSU and the Danbury School District was awarded a very generous \$25,000 award from the Connecticut Department of Education to promote minority teacher recruitment in the Western part of the state. In collaboration with Danbury Public Schools, the WCSU-Danbury Minority-Bilingual Teacher Pipeline initiative was launched with the first cohort of Teaching Fellows inducted in June 2014. Eight students were selected from over 25 applicants to join the cohort with over twenty applicants placed on the waiting list. DHS Teaching Fellows are attending the CONCAP/Upward Bound program and also devote time to this program. Due to the partnership with CONCAP/Upward Bound, the

program was able to be launched very quickly as the organizational structure was in place. Funded by

Instruction Observation Protocol (SIOP) with their students. Current WCSU Education majors provided

another level of support by mentoring the DHS Teaching Fellows. DHS Teaching Fellows implemented their reading and writing common core state standards lessons in Summer 2014 at a highly diverse Danbury elementary school, part of the Danbury Public Schools' Academic Summer Program. In Fall 2014, the DHS Teaching Fellows pilot cohort are continuing the program



and will receive an additional credit in the course Exploring the Career of Teaching in a Diverse Community II, providing tutoring to their peers at Danbury High School in a ConnCAP funded tutoring program. Finally, The WCSU-DHS Teaching Fellows will continue with classroom tutoring experiences at a middle school this Spring, providing academic support and serving as role models to future Upward Bound students currently in the EXCEL program at Broadview Middle School.

WCSU, the Teaching Fellows receive one college credit through the Exploring the Career of Teaching in a Diverse Community I course which was created for the program. Led by Dr. James, DHS Teaching Fellows explored the world of teaching in the course and learned basic instructional strategies to tutor English language learners at Ellsworth Elementary School. Liz Tavares, from Danbury Public Schools, also coached the Teaching Fellows to implement the Sheltered

and will receive an additional credit in the course Exploring the Career of Teaching in a Diverse Community II, providing tutoring to their peers at Danbury High School in a ConnCAP funded tutoring program. Finally, The WCSU-DHS Teaching Fellows will continue with classroom tutoring experiences at a middle school this Spring, providing academic support and serving as role models to future Upward Bound students currently in the EXCEL program at Broadview Middle School.

Dr. James
WCSU Professor

Application for ConnTESOL Membership 2014-2015

Name _____ Phone () _____
Street _____
City _____ State _____ Zip Code _____
Email _____

Area(s) of interest (circle all that apply):

Elementary Secondary Adult Ed. Higher Ed. Bilingual Ed IEP

The ConnTESOL membership year runs from annual conference to annual conference, meaning from the date of our annual conference held in the fall of one year to the date of our annual conference held in the fall of the following year. The 2014 - 2015 ConnTESOL membership year begins on the day of our 2014 annual conference (October 25, 2014) and will run through the date of our 2014 annual conference (November 2015, date TBD).

\$25 membership fee

Please make checks payable to ConnTESOL

Send to:

ConnTESOL

PO Box 1075

Middletown, CT 06457

**** Please note that membership in ConnTESOL does not include membership in National TESOL and Vice Versa. ****

The Board of Directors of ConnTESOL is looking for new members!

ConnTESOL is the only professional organization committed to the effective teaching and learning of English as a second or foreign language and is one of the original (and oldest) affiliate members of International TESOL. By joining the ConnTESOL Board of Directors, you distinguish yourself as a serious professional who is a committed member of his/her professional association. If you are looking for a way to contribute, this is a wonderful option for you. As a board member you will be involved with planning the Annual Conference (this is our 44th year) and working with colleagues from all levels of ESL instruction, K-12 thru higher education.

Co-Chair

Responsibilities: The Co-Chair shall preside at all business meetings of the organization and at all meetings of the Board of Directors. They shall be ex-officio members of all committees and shall act as the liaisons between the organization and other organizations including the CT State Dept. of Education's ELL/ Bilingual consultant.

Higher Education Representative

Responsibilities: The Higher Education Representative shall be responsible for outreach and recruitment of new members and participate in the planning of the Annual Conference. They shall be appointed by the Board of Directors for a term of two years and must be members in good standing of ConnTESOL.

Webmaster

Responsibilities: The Webmaster shall be responsible for maintaining the ConnTESOL website. They shall possess an understanding of website management and the ability to update its contents in a timely manner. They shall be appointed by the Board of Directors to serve a two year term from the Annual Conference.