

Maja Teref Dialogues with Washington Staffers on TESOL Advocacy Day



Guest editor's note: Maja Teref, ITBE's Vice President, attended TESOL's third Advocacy Day in June 2008, and has written in detail about her experiences in Washington in a report placed on the ITBE web site, www.itbe.org. Here, in Maja's distinctive

voice, are some excerpts from that report. Maja describes her preliminary briefings with Capitol Hill staffers, among them Dr. Steven Robinson, from Sen. Barack Obama's office:

The second briefing featured the education staffer from Sen. Barack Obama's office, Dr. Steven Robinson, discussing a bill on middle school reform Sen. Obama has proposed titled Success in the Middle Act. "My boss's goal," Robinson told us, "is to ensure that middle school students have access to a rigorous academic curriculum." Robinson recalled his experience teaching public school in Oregon, "I had a sheltered science class, but it seemed to me the students were being sheltered from science." To explicate the urgency of the Act, he stated that ninth grade is simply too late in the life of a student to help with the graduation rate. "John Hopkins research, based on 6th grade studies, suggests that if students flunk math and English, they have only a 10% chance to graduate from high school. However, this doesn't mean that there shouldn't be any focus on high schools," said Dr. Robinson, explaining that middle school students have been somehow left out of accountability. "My boss proposes that a billion dollars be assigned to the states," Robinson continued, "but he wants to make sure the states provide a specific, research-based plan with developed systems to identify students who need help. We need to do more research to use what works and drop what doesn't."

Maja next describes a workshop conducted by TESOL's legislative consultant and her private meeting with Dr. Robinson:

A workshop led by Ellen Fern and Krista Heckler of Washington Partners, LLC, TESOL's legislative consultants, was held on having an effective meeting with one's congressional representative. Participants were provided with information on how to prepare for their meetings and were given the opportunity to role play before their meetings on Capitol Hill later that afternoon. For example, we were told to focus on up to three talking points which best described the

concerns of our respective states because the average length of a meeting is about 15 minutes. In addition, the possibility of meeting in the hallway, while standing, was mentioned since congressional staffers, whose topics may range from agriculture and transportation to education, frequently have appointments every 15-20 minutes. Last year, during my very first meeting on the Hill, I personally met with Dr. Robinson in the hallway in front of Sen. Obama's office, because the conference room and the waiting room were busy with constituents meeting with other Obama staffers.

My first appointment, not unlike the year before, was with Dr. Steven Robinson, in the Hart Senate Office Building. With a doctorate in science, Robinson was asked to work on Obama's congressional staff while on an Einstein Fellowship. Owing to his work experience as a former public school science teacher, he was hired as a legislative assistant for education issues on the Hill. This year, however, I earned my spot in the conference room. During our meeting, I was able to reference our previous meeting during which he had expressed concern regarding ELL's who were born in the U.S. but are not fully literate in English. This year, I provided him with research on this particular ELL population, also known as "Generation 1.5" or "dual nonnative speakers." Among other sources, I presented him with research garnered during a workshop presentation given by Julie Ashley of Saint Xavier University, at the ITBE Convention in 2006 (Ashley).

Dr. Robinson expressed an interest in different types of ELL students, refugees and immigrants, with both strong and weak academic backgrounds, and the length of time such diverse populations would need, as supported by research, to acquire English on a

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About the Newsletter

The newsletter is a publication of Illinois Teachers of English to Speakers of Other Languages • Bilingual Education, a non-profit professional organization, founded in 1970, which disseminates information, provides a forum, and serves as an advocate for students, educators and administrators in the field. Illinois TESOL • BE is an affiliate of TESOL, an international organization.

Membership in Illinois TESOL • BE is open to all interested individuals. To join, please use the form in this issue of the *Newsletter*; for further information about membership, call (312) 409-4770 or visit our web site at www.itbe.org.

Submission Information

Illinois TESOL • BE welcomes letters and contributions to the *Newsletter*. The *Newsletter* is published four times per year with the following copy deadlines:

July 15 • October 15 • January 15 • April 15

Articles and other items for consideration should be submitted as Microsoft Word attachments to email and sent to: news@itbe.org

Alternatively, Microsoft Word documents on disk, with hard copy enclosed, can be submitted. (For those without access to computers, hard copy only is acceptable.)

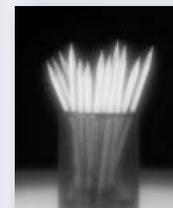
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Advertisement Information

The *Illinois TESOL • BE Newsletter* limits the space devoted to advertising. To inquire about placing an ad in the *Newsletter*, contact Marsha Santelli at (773) 525-3960 or e-mail marsantell@aol.com.

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(Continued from page 1)

par with educated native speakers of English. We agreed that reading and writing were key literacy indicators whose deficiencies may be hidden by strong oral proficiency. He inquired about ways to implement writing expertise across all content areas while ensuring that teacher qualifications do not become any more complicated than they are. I gave an example of my school, Roosevelt High School, where 89% of the student body identifies itself as bilingual, and teachers have professional development at least twice a month during which literacy concerns are taken into consideration. Dr. Robinson stressed the importance of teaching writing, and suggested the idea of the National Writing Project (NWP), an organization which provides professional development in writing to teachers at all grade levels and in all subjects (<http://www.nwp.org/>). He also expressed support for replacing the current NCLB testing model, the status model, with the growth testing model.

Maja elaborates further on the Congress-wide interest in this shift from the status model of testing to the growth model:

Growth models have been a hot topic for over a year now. Secretary of Education Spellings has already approved this new model to be used in several states, so it is likely to become a new national testing model. The status model, currently used as the NCLB measuring tool, merely determines whether students meet or do not meet proficiency standards, irrespective of whether they have just barely met them or are extremely close to meeting them. This narrow view of accountability evidently does not offer a comprehensive view of the learning process but relies chiefly on one single indicator, that of whether a school meets state proficiency standards, while not allowing for other variables, such as students' language and educational background, socioeconomic status, and other factors key to every student's education. As a result, this punitive testing tool is the precise reason for thousands of U.S. schools being placed on the academic warning list. In contrast, growth models, promoted by TESOL and other research-based education organizations, broaden accountability by measuring not only the end goal of meeting state proficiency standards, but the very process of learning as a way to value the progress of learning. In other words, this positive and empowering model, which requires developing technology systems, databases, and specialized software to store and track student data, would benefit schools in that it would acknowledge progress in the types of learning currently not recognized on NCLB's "radar screen."

Dr. Robinson asked about the ability of growth models to determine if students, though demonstrating progress in learning, are still on track in meeting proficiency standards. I assured him that growth models, such as Growth to Standards, Growth to Proficiency/on Track would provide such data (Center for Public Education: Measuring Student

Growth: A Guide for Informed Decision Making). My visit to Sen. Obama's office was very productive, and Dr. Robinson expressed an interest in being further provided with research from TESOL.

Maja also describes her meeting with a staff member from the out state 17th congressional district of Illinois:

My last appointment was with Kemi Jemilohun, Rep. Phil Hare's Congressional staffer, who was interested in ELL statistics in Congressman Hare's district. According to the data I showed her, the 17th district has a considerable Hispanic population, in Moline, Galesburg, Kewanee, and Rock Island. Jemilohun expressed concern for the lack of ELL trained teachers in Rep. Hare's district, because "the ELL phenomenon usually gets associated with large urban areas, whereas it is clear that this population is moving into rural areas." Jemilohun was surprised to learn that, according to the Report of the National Association of States Boards of Education (NASBE) Study Group on Language and Learning, "Contrary to popular belief, most school-age ELL's are not immigrants. The 2005 Census Bureau survey found that 65 percent of children described as speaking English with difficulty were in fact U.S. born citizens legally entitled to every opportunity the nation offers. Indeed, about one out of every six of all school-age children who are U.S.-born citizens speak a language other than English at home" (NASBE 9, 11). Rep. Hare's staffer found this piece of information particularly valuable because, as she put it, rather matter-of-factly, "Most people think that ELL's are illegal Mexicans." Evidently, the fact that many ELL's are American citizens may allow for more sympathy for all ELL's on the part of legislators.

Maja concludes with a summary of her experience at TESOL Advocacy Day:

My visit to Capitol Hill this year was productive and successful. This can be explained by many factors such as my familiarity with the process and having already established relationships with the Congressional staffers. I consider my appointment with Sen. Obama's staffer Dr. Robinson a breakthrough, in that I was able to supply him with information that he needed and thus pave the way for a partnership between TESOL and the Senator's office. TESOL has indeed made an impact in its three years of advocacy.

Works Cited

Ashley, Julie. "Composition Support for Generation 1.5" ITBE Convention, Holiday Inn Select, Naperville, IL. 3 Mar. 2006.

Measuring student growth: A guide for informed decision making. 4 June 2008. The Center for Public Education. 9 Nov. 2007.

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Message from the President

Betsy Kubota
William Rainey Harper College



Dear Colleagues,

October 18th marked another successful Fall Workshop, this year at the College of DuPage.

COD graciously hosted our event, which featured a lively plenary speech by Kristin Lems of National Louis University about using music in teaching ESL. The sessions that followed included ones on using technology, such as videos and websites, as well as games for citizenship, reflective teaching and dealing with multilevel classes. My thanks go out to all the people involved on the board, the presenters, and our hosts at COD for making this a successful and inspiring event.

In the months to come you will be hearing more from us about our big event – the 35th Annual Convention. We are happy to be back in Naperville this year to celebrate 35 years of coming together as ESL and Bilingual professionals. This year the convention will be a few weeks earlier than before, February 13 and Valentine’s Day, hence the theme, “Teaching from the Heart”.

With a great line-up of speakers, we are especially excited about this year’s convention. On Friday morning we start off the convention with Jodi Crandall, renowned writer, professor at University of Maryland Baltimore County, frequently requested speaker and former President of TESOL,

and conclude the day with Jim Stack, former Director of Achievement Assessments for San Francisco Unified School District. Jim is currently on the TESOL Board of Directors, which has generously offered to send him to our affiliate as a plenary speaker.

On Saturday morning, Dorothy Zemach, ESL materials writer, editor, and teacher trainer from Eugene, Oregon will talk about changes in ESL textbooks through time. Later in the day we will hear from John Fleischman, who is a leader in building Web-based solutions for education and involved in numerous technology initiatives such as the Outreach and Technology Assistance Network, AdultEd Online, and a newly released ESL Web site, U.S.A. Learns.

In addition there will be numerous presenters sharing their insights and expertise on teaching ESL and bilingual education for teachers at every level. And of course, a large variety of publishers will be showing their wares in our exhibition hall as well as giving workshops on their materials.

On behalf of the board, I welcome you to join us in February. Register early for reduced rates, and if you would like to become more involved in the field, you can easily volunteer by e-mailing convention@itbe.org. See you at the 35th Annual Convention in February!

Betsy Kubota
ITBE President, 2008-09

Member Snapshot



Lauren Keppler
Bollingbrook High School
Bollingbrook, IL

When did you know that you wanted to teach ESL and/or Bilingual Ed? Once you knew, how did you pursue that goal?

I like to say that I became an ESL teacher by an accident of fate. I have a bachelor's degree in foreign languages, and was planning on becoming a high school Spanish teacher. I did my student teaching in Mexico through the Consortium for Overseas Student Teaching program. While I was in Mexico, I taught both Spanish language arts and ESL. That was my first experience teaching ESL. After I graduated and started looking for a job, administrators jumped at the fact that I had experience working with ESL students. I ended up getting a job as a high school ESL instructor. After that, I realized that I loved teaching ESL, and went to graduate school to get my ESL and Bilingual Education endorsement.

Who lives in the Bolingbrook area, and where do many of your students come from?

Bolingbrook is a very diverse city. Bolingbrook High School is about a third white, a third African American, and a third Hispanic. The majority of my ESL students are Spanish-speaking. Many come from Mexico, but we do have a couple of students from other Spanish-speaking countries such as the Dominican Republic, Venezuela, and El Salvador. We have several students from Eastern Europe, Asia, and India and Pakistan also.

What is especially rewarding about teaching high school kids? What is especially challenging about it?

I love teaching high school because the students are becoming very independent at that age. They are exploring their own identities, and that shows through in their work. Many of the students are full of plans for the future, and they look to you to help accomplish them. The growth that I see in my students is amazing to watch. One challenging aspect of teaching high school is that students in that age group often have so much going on outside of school, and are going through so much personally as well. Many of my students work every day after school. Some hold full-time jobs! Many students live with guardians other than their parents, and/or are adjusting to their new living situation in the U.S. Sometimes these things make it hard for them to concentrate on their schoolwork, and I can't really blame them for that.

Why did you join ITBE-BE?

I joined ITBE because of the professional development opportunities, but I have found that I have gotten much more than that. I have met so many different teachers at different levels and different locations. It is great to be able to talk about our different experiences and perspectives.

What would you like to see ITBE-BE do for high school teachers?

I would love for more high school teachers to become members of ITBE. There are very few teachers in my district that are ITBE members. At the Fall Workshop there were only two people present at the secondary education SIG meeting. It would be great to see more high school members get involved; it would make the high school ITBE community that much better.



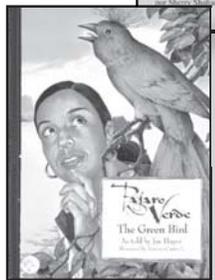
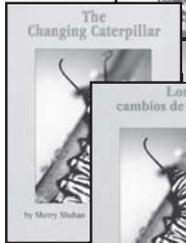
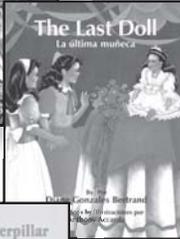
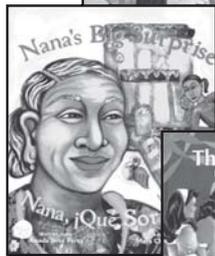
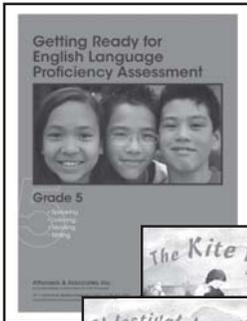
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Debbie Sternecky

Brooks Middle School and National-Louis University

Corrections: In the summer edition of the ITBE Newsletter, links from “The Ticker” were not printed. Here are the links from that column.

- United Streaming, a subscription site for educational videos for classroom use: <http://streaming.discoveryeducation.com>
- TeacherTube, a free site which offers educational videos and clips for classroom use: <http://teachertube.com>
- Flash Player, lets you view downloaded Teacher Tube videos: <http://www.snapfiles.com/download/dlnFLVPlayer.html>
- Adobe Reader, opens PDF on any computer: <http://www.adobe.com>
- CutePDF, a free PDF converter program: <http://www.acrosoftware.com/Products/CutePDF/writer.asp>

Classroom Photo Ideas

Not long ago, digital cameras were both expensive to buy and complicated to use. Happily, times and technology have changed. Today you can buy a \$13 digital camera at your nearby Target, snap a few photos, and upload them to your computer in seconds. The obvious benefits of using digital cameras include being able to instantly view the photos you take and not having to pay for expensive film processing. But there are many other reasons to use a digital camera in your classroom.

As progressive educators know, an important way to make instruction more comprehensible to visual learners is by using images (as opposed to text or lectures). This is especially vital for English Language Learners who rely on visual cues to make English vocabulary comprehensible (Kinsella, K., “Teaching Academic Vocabulary,” 2005). With a digital camera, you can easily and inexpensively take and incorporate relevant photographs into your lessons.

Following are some ideas for using photos in your classrooms. Be sure to check your district’s policies regarding the use of students in photographs.

- **Step-by-step instructions.** You can use photos for any lessons which involve steps or procedures. Instead of using a pre-made worksheet to illustrate the Scientific Method, for example, create your own using photos of experiments your students do in class. Or, have the students create their own step-by-step examples using a digital camera. To remind elementary students of daily classroom procedures, take photos of hung jackets, storied boots, location of supplies, pushed-in chairs, etc. Then print the photos (one of my favorite places to print photos is through Walgreen’s because you can upload the photos directly to any store that processes film and pick up your prints an hour later) and create a poster to share with your students. You can also purchase white card stock inexpensively from a warehouse club to print photos using a color printer. This is much less expensive than using photo paper and the photos look much nicer than printing on plain paper.
- **Screensaver.** I’ve found that students love to see their images projected on the screen. Why not make your computer screen saver using photos of your students? To do that on a PC using Windows XP, follow these steps:

1. Save desired photos in one folder.
2. Right click anywhere on your desktop (but not on an icon).
3. Click Properties. [for Window Vista: Click Personalize]
4. Click the “Screen Saver” tab. [Vista: Click Screen Saver]
5. Under “Screen Saver,” click “My Pictures Slideshow” [Vista: Click Photos]

- **Writing Prompts.** Take photos of interesting places to use as writing prompts.
- **Labels.** Label home countries of ELLs by placing individual student photos on a world map.
- **Class Photos.** Take a class photo and print it on postcard paper to say “we miss you” to students who have been absent from your class (thanks to Michelle Skrypek for this idea). Or use a class photo to make a class or team t-shirt.
- **Book Tour.** For new students, create a “book tour” of your school using photos of taken of various locations around the building.
- **Class Books.** Using photos of students, put together class books as keepsakes.
- **Seating Charts.** Use photos instead of names for seating charts. This is especially useful for substitute teachers.
- **Seed Packet Craft.** For a fun craft, make seed packets for students to use as gifts (or for you to give to your students as a gift). First download a seed-packet template into Word from Microsoft Office by going to <http://office.microsoft.com> and typing “seed packet template” into the search box. Once you locate the template, follow template downloading instructions and then open the template in Word. You can add individual student photos (or a class picture) to the document before printing. Then print, fold, and add seeds before sealing the envelope.

Ask Dear Debbie

Is your computer confounding you? Show your computer who’s the boss by finding out a solution to the problem from “Dear Debbie.” You can contact Debbie at debbie.itbe@gmail.com

Dear Debbie,

Sometimes when I copy information from the Internet and paste it into a document, it is formatted strangely. Is there a way to get around this?

Signed,
Confused Copier

Dear C.C.,

Websites are created using code that often gets copied along with the text. You can eliminate the code by first copying and pasting the text into text-editing software and then copying and pasting it into your document. Computers using Windows include a free text editing program called Notepad. Notepad can be found by clicking Start, All Programs, Accessories, and Notepad. To use this program, copy the text from the Internet (select the text using your mouse, then right-click on the text and select “copy”). Then open Notepad and click Edit, Paste. This will paste just the text from the website into Notepad. From there, you can select and copy just the text and then paste it into other documents, code-free. When copying anything from a website that you intend to publish, remember to cite your resources. Happy copying!



Illinois TESOL•BE 2009 Registration Form



Both convention registration and membership, including payment of fees, can be processed via our web site: www.itbe.org.

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Name: _____

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2. ILLINOIS TESOL•BE MEMBERSHIP

Complete the following information to join or renew your membership. Then register for the Convention at the member rate.

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- Student* \$20.00
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- Regular \$60.00

* Students must provide proof of full-time student status.

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3. CONVENTION REGISTRATION FEES Check the appropriate box.

For questions about GROUP RESERVATIONS, please contact Russell Clark at (312) 362-8106.

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Early registration materials postmarked OR posted online after the EARLY registration deadline will be charged the REGULAR registration price, and the difference must be paid, at the latest, upon arrival at the convention.

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- Member \$115.00
- Non-member \$160.00
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- Member \$80.00
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- Student* Non-member \$95.00

Saturday Only

- Member \$80.00
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- Student* Non-member \$95.00

Early Registration _____

REGULAR Registration (Postmarked or posted online January 28 through February 6, 2009.)

After February 6 register on-site only.

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- Member \$140.00
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Registration includes buffet lunch on both Friday and Saturday.

Total _____

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PUBLISHERS’ EXHIBITS:

During the convention, publishers will be on hand to display and demonstrate the latest educational materials available.

CPDU CREDIT and PROFESSIONAL DEVELOPMENT CREDIT:

Convention participants may arrange to earn up to 6 Continuing Professional Development Units (CPDU’s) for attending the convention each day. Adult educators can earn 6 hours each day for Professional Development hours as now required by the Illinois Community College Board.

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LOCATION and TRAVEL INFORMATION:

The Holiday Inn Select is conveniently located just off I-88 at Naperville Road in Naperville, 35 miles west of Chicago. There is ample free parking as well as free hotel shuttles from the Metra station in Naperville. Naperville’s quaint downtown offers a wide array of dining and shopping.

Via PUBLIC TRANSPORTATION:

Call Metra at 312-222-6777 for information on transportation to and from Naperville. Limited, free shuttle service from the Naperville Metra station to the Holiday Inn Select is available from 7:00 – 8:30 AM and 4:00 – 5:30 PM. To reserve a seat on the shuttle, e-mail us at convention@itbe.org.

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Kerry Urquizo

ESL Specialist, Heartland Community College

“Little Bill Clinton: A School Year in the Life of a New American”

Recently, I happened upon an interesting multi-media news story on the [Christian Science Monitor Website](#) that offers a rare glimpse into the daily life of the exploding population of young immigrant children and their experience as they adapt in their new community. This blog follows Bill Clinton Hadam, a third grade student who attends the International Community School in suburban Atlanta. In the past year, this seven year old charter school has started to face huge problems because of funding and the No Child Left Behind Act. The blog follows Bill to keep the spotlight on this school that has helped many refugees succeed in their new country. The staff at the International Community School includes refugees that come from many war torn countries who are equipped in helping newly arriving refugees that have faced similar life experiences.

If you visit the Website, you can view blog posts and video about Bill’s experience at his new school. Video excerpts include everything from Bill’s first day of school to an annual potluck where 40 languages were represented. New posts appear about every two weeks. A daily blog discusses topics such as the discovery of Bill’s true second language (thought to be English later found out to be Kirundi, a language picked up in a refugee camp), his first experiences as a latchkey kid in the U.S. when his mother begins work, and his pick for the Presidential election. To view these stories and many more, visit <http://features.csmonitor.com/littlebillclinton/>.

“Eight Industries Needing Bilingual Workers”

If you are a bilingual speaker, you are currently in high demand in the workforce in eight industries according to a recent article found on www.careerbuilder.com. Bilingual workers are being sought out due to the increased numbers of people speaking languages in their homes other than English (approximately 55.8 million) as well as the millions of tourists that visit the United States each year. Spanish is the most used language other than English with 34 million speakers. The workforce is also open to bilingual workers who speak languages such as French, German, Mandarin, and Arabic. The top eight industries that are currently in need of bilingual workers include: healthcare, hospitality, education, law enforcement, customer service, social services, finance and communications.

Anthony Balderrama, “Eight Industries Needing Bilingual Workers.” www.careerbuilder.com. Sept. 08

The Lighter Side

Children’s Logic – submitted to the ITBE Newsletter by Marsha Robbins Santelli:

“Give me a sentence about a public servant,” said a teacher. The small boy wrote: “The fireman came down the ladder pregnant”. The teacher took the lad aside to correct him. “Do you know what ‘pregnant’ means?” she asked. “Sure,” said the young boy confidently. “It means ‘carrying a child’.”



News from TESOL

Russell Clark
ITBE Past President

The Illinois TESOL-BE Board has recently affirmed three of TESOL's position statements, adding our support to advocacy positions taken by our parent organization during the past year. These statements are not without controversy; however, consideration of such statements in the now 101 TESOL affiliates is one of our most important responsibilities. Those statements we have adopted and endorsed include the following:

1. TESOL's Position Statement on the Role of Teachers' Associations in Education Policy and Planning (approved by TESOL's Board of Directors, October 2007). This statement decries the fact that although teachers' associations are among the most committed supporters of improvement in the quality of education, much of the educational planning and policy making in the area of English language education today is carried out without the active participation of local English language educators. TESOL strongly advocates that teachers' associations be accorded legal status, and that authorities encourage the active participation of teachers and their associations in the process of transforming education, and in educational planning and policy making.

2. TESOL's Position Statement on Terminal Degree for Teaching English as a Second, Foreign, or Additional Language (approved by TESOL's Board of Directors, October 2007). This statement acknowledges that the field of TESOL is a unique, multifaceted academic discipline and profession, and that the first professional degree in this field is an academic degree – such as a Master's, or in some cases a Bachelor's – designed to prepare the holder for a particular career or profession in practice-oriented areas of the discipline that do not expect or require research. Given the diversity of educational systems worldwide, TESOL affirms that a Master's degree in TESOL, or related field, can be considered the termi-

nal degree for teaching positions in English as a second, foreign, or additional language – despite the fact that there are advanced professional degrees such as a Ph.D. which provide further training in a specialized area of the discipline.

3. TESOL's Statement of Principles and Preliminary Recommendations for the Reauthorization of the Elementary and Secondary Education Act (ESEA) (approved by TESOL's Board of Directors, June 2006, and amended in October 2007). Because statistics and census figures have shown that English language learners are the fastest growing segment of the school-age population in the United States, TESOL advocates that the following four principles be used by Congress in the reauthorization of ESEA:

- Sound assessment and accountability systems for English language learners – based on appropriate, valid, and reliable measures.
- Advancing expertise and expanding capacity, such as assurance that ELL's are taught by highly trained ESL and bilingual specialists, as well as training for mainstream teachers.
- Building community among teachers and parents, and providing funding for parent assistance including the teaching of English to parents, and
- Promoting multilingualism and respect for diversity, including funding of programs that maintain and develop learners' native language skills.

Readers are invited to view the full texts of these statements on TESOL's Web site, www.tesol.org.

During the coming year, Illinois TESOL-BE will consider three new position statements, also located on the Web site: TESOL's Position Statement on English as a Global Language; Position Statement on Professionalism and Credentialing for Adult ESOL Educators; and Position Statement on Teacher Preparation for Content-Based Instruction (CBI) (all approved by TESOL's Board of Directors in March 2008).

THE PROFESSIONAL PLANNER

Chicago	Nov. 21	ITBE Board Meeting, 4:00 PM, ISU Office, Michigan Avenue, Chicago Contact: www.itbe.org
Naperville	Dec. 13	ITBE Board Meeting, 10:00 AM Holiday Inn Select, Naperville Contact: www.itbe.org
Oak Brook	Jan. 6 –9	32nd Annual Statewide Conference for Teachers of Linguistically & Culturally Diverse Students Oak Brook Hills Resort Marriott, Oak Brook Contact: www.thecenterweb.org
Chicago	Jan. 10	ITBE Board Meeting, 10:00 AM Roosevelt High School, Chicago Contact: www.itbe.org
Naperville	Feb. 13-14	35 th Annual ITBE State Convention Holiday Inn Select, Naperville Contact: www.itbe.org
Springfield	Mar. 4-6	IACEA Conference Springfield Hilton, Springfield, IL Contact: www.iacea.net
Denver, CO	Mar. 21-24	AAAL 2009 Marriott Tech Center, Denver, CO Contact: www.aaal.org
Denver, CO	March 25- March 28	TESOL 2009 Denver, CO Contact: www.tesol.org
Louisville, KY	Apr. 17-22	COABE Annual Conference Galt House Hotel, Louisville, KY Contact: www.coabe.org
Los Angeles, CA	May 24-29	NAFSA Annual Conference Los Angeles, CA Contact: www.nafsa.org/washington

Please visit www.itbe.org to keep current on upcoming events.



\$1,000 Graduate & \$500 Undergraduate Scholarship Application

Illinois TESOL•BE demonstrates its commitment to the field of English as a Second Language and Bilingual Education each year by awarding two \$1,000 graduate and one \$500 undergraduate scholarships to deserving students.

Applicants must:

- be currently enrolled in a program in TESOL, bilingual education, or a related field at an accredited college or university or be practicing professionals or paraprofessionals who will enroll in relevant coursework.
- demonstrate financial need.
- be members in good standing of Illinois TESOL•BE (see box below).
- submit a completed application form, along with all required supporting materials.

CHECK ONE:

I am applying for: \$1,000 GRADUATE Scholarship
 \$500 UNDERGRADUATE Scholarship in Honor of Jane Curtis

PLEASE PRINT:

Name: _____
 Street Address: _____
 City, State, Zip Code: _____
 Home Phone: _____ Work Phone: _____
 E-mail: _____ ITBE Membership Expiration: _____
 School Name and Degree Program: _____

(Check one) Currently Enrolled Will Enroll in 2008-2009

Have you received this ITBE scholarship before? Yes No

SUPPORTING MATERIALS:

- 1) A letter of application (word-processed and double-spaced) which includes the following: a) a description of your involvement to date in the field of ESL/BE; b) an explanation of your professional goals and how your program of study will help you meet those goals; and c) a brief statement regarding your financial need.
- 2) Two letters of recommendation.
- 3) An official transcript of your academic work. (Unofficial transcripts will **not** be accepted.) A letter of acceptance is required if you are not currently enrolled in an academic program.

All applicants for the \$1,000 Graduate and the \$500 Undergraduate Scholarships must have valid memberships in Illinois TESOL•BE through March 2009. To become a member of ITBE or to renew membership, mail a completed membership application and your dues along with your scholarship application materials. You can also renew your membership online at www.itbe.org . Membership applications are available on our web site or in the ITBE Newsletter. Check your status by using your member log-in on the ITBE web site or by e-mailing us at membership@itbe.org.

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 13, 2008, to:

Awards Committee Chair
Illinois TESOL•BE
PMB 232
8926 N. Greenwood
Niles, IL 60714-5163

Scholarships will be awarded at the 34th Annual State Convention on February 13, 2009 in Naperville, IL. Recipients will be notified by phone and by email. Attendance is expected. For additional information, please call (312) 409-4770 or visit our website at <www.itbe.org>.



Illinois Teachers of English to Speakers of Other Languages • Bilingual Education
**Professional Development Award to Attend
the 2009 Illinois TESOL•BE State Convention**

Each year, Illinois TESOL•BE demonstrates its commitment to the field of English as a Second Language and Bilingual Education by awarding a maximum of ten professional development scholarships for ITBE members to attend the annual convention. The Professional Development Award covers registration for the February 13-14, 2009 ITBE convention in Naperville, IL. In addition, either hotel accommodations for Friday night or a maximum of \$50 worth of transportation expenses will be covered.

Applicants for the Professional Development Award must:

- a) be practicing or retired ESL and/or bilingual education teachers, or full-time or part-time graduate or undergraduate students enrolled in a program in TESOL, bilingual education, or a related field;
- b) demonstrate financial need;
- c) not be eligible to receive support for the ITBE convention from their institutions;
- d) be members in good standing of Illinois TESOL•BE through March 2009; and
- e) submit a completed application form along with all required supporting materials.

Application

PLEASE PRINT:

Name: _____

Street Address: _____

City, State, Zip Code: _____

Home Phone: _____ Work Phone: _____

E-mail: _____ ITBE Membership expiration date: _____

Current employer(s) and Position(s) held: _____

SUPPORTING MATERIALS:

- 1) A letter of application (word-processed and double-spaced) with an explanation of how you will benefit from attending the Illinois TESOL•BE State Convention and a brief statement of financial need.
- 2) A letter from an employer or academic program verifying employment or enrollment and financial need.
(NOTE: Individuals whose employers offer financial support for professional activities are not eligible.)

All applicants for the Professional Development Award must be members of Illinois TESOL•BE through March 2009. If you are not currently a member of ITBE or if you would like to renew your membership, mail a completed membership application and your dues along with your award application materials or renew your membership on-line at www.itbe.org. Membership applications are available at www.itbe.org or in the *ITBE Newsletter*. Please make sure your Illinois TESOL•BE membership is valid through March 2009. Check your status by using your member log-in on the ITBE web site or e-mail us at membership@itbe.org for the expiration date.

MAIL COMPLETED APPLICATIONS, POSTMARKED BY DECEMBER 13, 2008, to:

**Awards Committee Chair
Illinois TESOL-BE
PMB 232
8926 N Greenwood
Niles, IL 60714-5163**

Recipients will be notified by phone and by email. For additional information, e-mail awards@itbe.org.

MEMBERSHIP APPLICATION

NEW RENEWAL DATE _____

PLEASE PRINT OR TYPE

Name(s) of Employer(s): _____

NAME _____

Mailing Address _____

City _____

State _____ Zip _____

Home Phone () _____

Work Phone () _____

Fax () _____

E-mail Address _____

Check if change of: Name Address

Check if you **DO NOT** want your name published in our state directory:

1 YEAR MEMBERSHIP

- Regular \$35.00
- Student * \$20.00
- Joint ** \$60.00

2 YEAR MEMBERSHIP

- Regular \$60.00

*ITBE memberships run the calendar year
from the month you join. e.g. May 2004-2005*

FOR OFFICE USE ONLY

Check # _____

Amount: _____

Received: _____

I am a member of: IEA/NEA IFT/AFT NABE IACEA TESOL

I work primarily in: Adult Education Elementary Education Secondary Education Higher Education

I am interested in working on the following committee(s):

- Convention
- Membership
- Professional Concerns
- Exhibits and Advertising
- Awards
- Newsletter
- Nominations
- Part-Time Issues
- Fundraising
- Publicity
- Technology
- Professional Development Events

I would like to receive the ITBE newsletter by (check one) : ___mail ___e-mail

Make checks payable to Illinois TESOL•BE

Mail your check and this form to: Executive Secretary, Illinois TESOL•BE, PMB 232, 8926 North Greenwood Avenue, Niles, IL 60714-5163
Illinois TESOL-BE will assess a fee of \$50 on all returned checks. Purchase orders cannot be accepted. For credit card payments, please use our online registration at www.itbe.org.

* Student membership applications must be accompanied by verification of full-time enrollment (e.g., current semester registration).

** Family members residing at the same address may apply at the joint membership rate.

Membership in Illinois TESOL•BE is separate from membership in TESOL.

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