TESOL in Colorado

Most of you know that the 43rd Annual TESOL Convention and Exhibition – “Uncharted Mountains: Forging New Pathways” – was held here in Colorado at the Denver Convention Center, and many of you attended! I had the privilege of welcoming the world to our state at the opening plenary, and of presenting the U.S. Advocacy Leadership Recognition to recently elected Congressman Jared Polis from Colorado’s second district. A group of traditional Navajo musicians got the conference off to a rousing start.

Traditionally, when TESOL Conferences are not held on either the East Coast or the West Coast, attendance is down somewhat. And this year, of course, was the year of the Great Recession, and many institutions were unable to fund their instructors. However, TESOL ’09 still featured an incredible range of presentations, discussions, and events, and was a wonderful learning and networking opportunity for everyone who attended.

Even a sudden, swirling blizzard on the opening day wasn’t enough to chill conference-goers’ spirits. In fact, for many people the snowstorm was memorable and exciting. One young teacher from Alabama was overheard saying (in her Southern drawl), “Guess what I did on my way to the conference this morning? I made a snowman!”

This year, CoTESOL – along with Intermountain TESOL and Arizona TESOL – held its reception in the lounge at the Magnolia Hotel. It was one of the best venues we’ve ever had for the Rocky Mountain gatherings, and the best attended. In fact, after last year’s slightly claustrophobic facilities in New York City, all the facilities in Denver seemed spacious and welcoming.

(continued on page 11)
CoTESOL Directory

Direct all membership changes or inquiries regarding CoTESOL to Larry R. Fisher, Executive Secretary, at 63 UCB, Boulder CO 80309-0063, call (F) 303-492-5515, (W) 303-735-4234, (C) 303-359-6067, or e-mail fisherlr@colorado.edu.

President
Bruce Rogers
7216 Paintbrush Trl
Boulder CO 80301
brucerober@msn.com
(W) 303-641-6946
(H) 303-530-3783

1st Vice President
Dieter Bruhn
2201 Pearl St, #321
Boulder CO 80302
dbruhn@oneworldtraining.com
(W) 303-249-9363
(H) 303-668-0818

2nd Vice President
Christine Deines
117 S Reed St
Lakewood CO 80226
deines_c@cdes.state.co.us
(W) 303-866-6877
(H) 303-233-0280

Executive Secretary
Larry Fisher
63 UCB
Boulder CO 80309-0063
fisherlr@colorado.edu
(W) 303-735-4234
(C) 303-359-6067

Adult Education SIG—Chair
Dana Harper
8425 Stacy Dr #103
Denver CO 80260
d.harper10@gmail.com
(W) 720-423-4939
(H) 303-426-8122

AE SIG—Associate Chair
Erin Kimmel
2901 S Holly Pl
Denver CO 80222
ekimmel@springinstitute.org
(W) 303-792-8999
(H) 720-470-9255

Elementary Ed SIG—Chair
Shirley Lucero
15501 E 112th Ave #30B
Commerce City CO 80022
slucero@jeffco.k12.co.us
(W) 720-933-5765
(F) 303-982-0466

EE SIG—Associate Chair
Liz Henry
FrontRange Earth Force
2120 W 33rd Ave
Denver CO 80211
liz.henry@ef-den.org
(W) 303-819-3478

Intensive English Program/Higher Ed SIG—Chair
Tamara Milbourn
1510 S 5th St
Boulder CO 80302
milbourn@colorado.edu
(W) 303-735-6670
(H) 920-246-4421

IEP/HE SIG—Associate Chair
David Mindock
3227 S Flamingo Way
Denver CO 80221
dmindock@du.edu
(W) 303-871-3086
(H) 303-759-5573

Secondary Ed SIG—Chair
Andrew Koch
3758 Newton St
Denver CO 80211
akoch@jeffco.k12.co.us
(W) 303-982-6057
(H) 303-862-5984

SE SIG—Associate Chair
Christine Veto
23991 Glenmoor Way
Parker CO 80138
cveto@lps.k12.co.us
(W) 303-347-7940
(H) 303-851-7963

Teacher Education/Action Research SIG—Chair
Ranee Cervania
1518 S Gray St
Lakewood CO 80232
ranee.cervania@cccd.edu
(W) 720-858-2801
(H) 303-933-6257
(F) 303-933-6257

TEAR SIG—Associate Chair
Shannon Svaldi
3336 Franklin St
Denver CO 80205
shannon.svaldi@ucdenver.edu
(W) 303-523-9025

Colorado Springs Chapter Co-Liaison
Annie Cohen
5 Heather Cir
Colorado Springs CO 80906
annie.cohen@unco.com
(W) 719-502-3535
(H) 719-964-8762

Socio-Political Liaison
Noelle Vance
1305 Cody Trl
Golden CO 80403
noellejvance@msn.com
(W) 303-279-9389
(H) 303-279-3329

Publishers’ Liaison
Debra Daise
376 S Taft Ct
Louisville CO 80027
daise@colorado.edu
(W) 303-492-5515
(H) 303-661-9946

Newsletter Editor
Barbara Sims Fletcher
3643 S Sheridan Blvd #16
Denver CO 80235-2908
barbara.fletcher@mms.gov
(W) 303-231-3605

CoTESOL
Colorado Affiliate of Teachers of English to Speakers of Other Languages

The CoTESOL Newsletter is published twice a year and mailed to all CoTESOL members.

Copy Due Dates
Winter issue: December 31
Summer issue: May 31

Submit articles and all other materials to the Newsletter Editor at the address above.

Advertising Rates

Newsletter Ads
Full page (7½ x 9½)..............................$110
Inside half page (3½ x 9½ or 7½ x 4½).....$60
Back cover half page..........................$65

No agency discounts

For due dates and copy specifications, please contact the Newsletter Editor at the address on this page.

Fall Convention Program Ads and Exhibits
For rates, due dates, and copy specifications, please contact the Publishers’ Liaison at the address on this page.
CoTESOL Seeks Nominations

The following awards will be presented at the 2009 CoTESOL Fall Convention. An awards committee—chaired by CoTESOL President Bruce Rogers and composed of members of the Executive Board—will meet in October to evaluate nominees. Nominations are due by September 30, 2009. Consider nominating your colleagues, your students, or yourself for the following awards and scholarships.

Virginia French Allen Award for Excellence in Teaching
To honor a teacher who has excelled in classroom instruction and/or has demonstrated creativity in developing materials or a program of instruction.

Gladys Doty Award for Outstanding Contribution to the Profession
To honor a member of the profession for their significant contribution through research, publication, professional presentations, leadership, public service, or an active role in educational advocacy.

Howard Morarie Memorial Scholarship
One $250 grant to support a deserving student currently pursuing a degree in a teacher education program in the field of ESL or Bilingual Education.

D. Scott Enright Professional Development Grant
One $250 grant to a CoTESOL member to enable further training in ESL/bilingual teaching, counseling, or a related field, to improve their ability to teach or counsel second-language learners.

Student Scholarship Support Grant—$250 for a student who is a non-native English speaker.

Convention Registration Scholarships—up to five Convention registration waivers.

Convention Travel Awards—up to three awards to offset travel expenses to the Convention.

Mail all application materials to arrive by September 30 to Bruce Rogers, CoTESOL President, 7216 Paintbrush Trail, Boulder CO 80301.
For additional information, contact Bruce (see page 2).

Eligibility requirements, details of the nomination process, and printable nomination forms are available on the CoTESOL web site:

www.colorado.edu/iec/cotesol/
Thank You, Colorado!

“DENVER ROCKED! My eyes got teary when I heard the song of the Navajo musician at the opening plenary. The spirit of CoTESOL and the local team truly made this a memorable convention.” These comments by Shelley Wong, TESOL past president, are typical of the kudos CoTESOL received for hosting the TESOL Denver 2009 convention.

The blizzard was a big hit, too! Now everyone knows why the big bear standing outside the Denver Convention Center is blue!

Welcome Back, New Mexico TESOL!

Our Rocky Mountain Reception at TESOL Denver offered a wonderful opportunity to welcome back New Mexico TESOL. After a number of inactive years, NMTESOL reconstituted itself and rejoined the Rocky Mountain TESOL Accord, whose other members are Arizona TESOL, Colorado TESOL, and Intermountain TESOL.

It was a pleasure to meet Bill Ancker, their new president, at the RMTESOL convention.

33rd Annual CoTESOL Fall Convention

The place to be this November 13-14 will be the CoTESOL Fall Convention. The board is busy making plans for another worthwhile gathering. It’s gratifying to see the tremendous support CoTESOL receives from its members in terms of presenting, volunteering, and participating. Watch for many innovations this year designed to improve the convention experience. Click on the CoTESOL website for the latest convention information.

Join the CoTESOL Board

CoTESOL wants you! If you’d like to join the CoTESOL Board as the 2nd vice president, the historian, or a SIG chair, contact any current board member. Contact information is on page 2.

FREE First-time TESOL Memberships Available—Apply Now!

As an affiliate of TESOL in good standing, CoTESOL has received seven complimentary TESOL memberships to give away to its members. Recipients must be NEW (first-time) members of TESOL, not renewal members.

If you plan to attend TESOL Boston 2010, a membership would save you $95!

All seven memberships will be awarded in a drawing to be held on September 11. To apply for the drawing, verify you have never been a member of TESOL and send your contact information in an e-mail to Larry.Fisher@colorado.edu.

Affiliate Business Report

CoTESOL continues to grow. Our active membership now exceeds 800, making us one of TESOL’s larger affiliates.

Thanks to the generous support of our members, CoTESOL enjoys a strong financial position. This financial strength helps CoTESOL to fund its many worthwhile activities and awards.

Important Dates (check the CoTESOL web site for information: www.colorado.edu/iec/cotesol/)

Deadline for CoTESOL Award and Grant nominations ........................................... September 30, 2009
Deadline for “Early Bird” registration for the CoTESOL Fall Convention .................. October 17, 2009
33rd Annual CoTESOL Fall Convention .......................................................... November 13-14, 2009
Spring Conference in Colorado Springs .............................................................. Early February 2010
Funding the Future

This is a time when everyone’s mind is on money. The catchphrase “in this economy . . .” echoes through every news program and in many casual discussions as people determine what the nation’s priorities are and how to spend wisely. Those of us in adult education are no exception. Given the cuts to AEFLA and EL Civics funding for FY09, it is no surprise that creative thinking has become the order of the day.

Since entering this field in Colorado, I’ve had to broaden my definition of adult education. My traditional belief—about building basic skills including ESL, literacy, and math—has been challenged by the lack of money to sustain our program on those grounds alone. To obtain funding and provide classes to all the students we want to reach, we’ve incorporated family literacy, parent engagement, and mental health components. We’ve stretched ourselves as teachers and administrators to take on new curriculum models and new techniques, and to increase the range of content we use in our classrooms.

Unfortunately, every time we adjust our program away from our ESL core we have to start fresh, sometimes for a grant that disappears the following year. Each spring, we wonder whether our program can provide the same number of classes next year.

I firmly believe that adult education is important, not only to our students but to the country as a whole. It is to the benefit of all Americans to have a qualified, capable, and educated population. Therefore, I think that as teachers in this field we need to take seriously our role as advocates for funding this industry. It isn’t difficult to become a champion: the ProLiteracy web site has pages of suggestions and advice, and many of the ways to get involved are surprisingly simple. You know best how your classes improve your students’ lives, and your successes and positive anecdotes are powerful tools for change.

Imagine a future where adult learning is fostered and supported—where your job is secure and your program accommodates everyone who wants to take a class—then take a minute to do your part and help make it happen. Go to http://www.proliteracy.org/ and click on the Ways to Get Involved tab. Encourage your students, colleagues, and friends to do the same. If we combine our efforts, perhaps we can get to a point where we use our creative thought processes for program innovations and classroom activities instead of funding.

Elementary Education SIG Report
from Liz Henry, Associate SIG Chair

Service Learning for English Language Learners

Many teachers of Culturally and Linguistically Diverse (CLD) learners know the importance of linking to standards, experiential learning, and civic engagement for their students. These are all characteristics of service learning—a process through which students choose an issue important to them, then identify and implement strategies for addressing it.

There are many ways to approach service learning, but the National Youth Leadership Council (NYLC) has derived eight standards that are recognized across the country. These are descriptions of NYLC’s eight standards:

1. Meaningful Service – Service learning actively engages participants in meaningful and personally relevant service activities.
2. Link to Curriculum – Service-learning is intentionally used as an instructional strategy to meet learning goals and/or content standards.

(continued on page 6)
1. Reflection – Service learning incorporates multiple, challenging reflection activities that are ongoing and prompt deep thinking and analysis about oneself and one’s relationships.

2. Diversity – Service learning promotes understanding of diversity and mutual respect among all participants.

3. Youth Voice – Service learning provides youth with a strong voice in planning, implementing, and evaluating service-learning experiences with guidance from adults.

4. Partnerships – Service learning partnerships are collaborative, mutually beneficial, and address community needs.

5. Progress Monitoring – Service learning engages participants in an ongoing process to assess the quality of implementation and progress toward meeting specified goals, and uses results for improvement and sustainability.

6. Duration & Intensity – Service learning has sufficient duration and intensity to address community needs and meet specified outcomes.

Service learning can provide students who are new to this country with a valuable opportunity to learn about their communities and immediately begin engaging with partners and finding ways to make a positive contribution. FrontRange Earth Force and other organizations provide teachers with professional development and classroom support as their students lead themselves through the process, which leaves students with a more comprehensive understanding about the civic process.

---

Teacher Education/Action Research SIG Report
from Ranee Cervania, Ph.D., SIG Associate Chair

Goiânia

What? Goiânia? Yes, Goiânia. This is where it happened, at least to me. Everyone has their own place where it happens for the first time. Mine happened to be there, smack in the middle of Brazil, after four years of teaching English to speakers of other languages.

I’d been taking courses for years to improve myself as a teacher and had sat through more professional development than any teacher should have to in their first few years of teaching. This was one more, and like the others, about ten pages into the materials and less than halfway through the first class, my doubting Thomas kicked in. I remember wondering so obsessively about whether or not I’d made the right decision that I missed the second half of the class.

On the bus ride home, my mind was swimming with elaborate justifications for withdrawing from the course when my grandmother— or rather my memories of her— interrupted. There she was, bustling about in her kitchen as I complained, explained and doubted myself. As always, she patiently listened, and when I finished, she matter-of-factly stated, as if the world and I should know it by now: *There is no such thing as a right decision. You make a decision, then you make it right.*

My mind quieted. When I got home, I battled through another 30 pages of that French pedagogy’s abstract wanderings and theory. I kept at it, and finally used the only five pages (of roughly 350) that made any sense at all to me as support for my final project, a unit on letter writing. I don’t remember what the professor said, but I believe she was unimpressed and her constructive criticism stung.

Even so, I decided to give the unit a whirl with a group of secondary students. Although it was a little rough, as any new unit is, I’d never seen them so engaged in writing—the bane of every foreign language learner’s existence! I was surprised that something so abstract had been so useful.

At this point you may be thinking, “Good for you! You got through what felt like a lot of theoretical mumbo jumbo and were able to create a successful unit. It’s a nice feeling, but so what?”

And my answer would be, “I haven’t gotten there just yet. There’s more.”

I shared the unit with Barbra, a teacher friend, and she suggested I share it at the annual university *seminário*. I told her I didn’t think my Portuguese was good enough to present, and the work definitely not significant enough to be accepted, at a conference, but I thanked her for the vote of confidence. She corrected my assumption that it was a conference, at least in the sense that I was thinking of it. She told me it was a
Seminário, a seminar—a term the university chose precisely to avoid the academic, theoretical and somewhat elitist associations I had made. She said the university’s intention was to create a space for teachers, teacher educators, and teaching—for practitioners and their practices, not theorists and ivory tower researchers (although they were welcome, too).

Somewhat reluctantly I wrote a 50-word summary and Barbra helped me submit it.

I fretted over the transparencies for months, wondering what would be meaningful. Barbra suggested I simply share what it was I did and what happened. That seemed simple enough, but how to get it into Portuguese? Barbra again came to my rescue.

When I walked into my assigned presentation room, there were about 14 people there and it hit me: 14 people showed up, and now I’ve got to actually use the transparencies I made. Are they in order? Do they make sense? Can I get through them all in the time I have? Barbra was at her own presentation, so I took a deep breath and went for it.

The teachers sat stone-faced. None asked questions. None moved an inch. They all just sat at their desks lining the walls, looking at me.

The next thing I knew, it was all over. There was my last transparency, thanking the group and providing my e-mail address. A few bustled out, but a small but significant number of them started talking all at once. They were talking too fast and there were too many of them. I almost panicked, but focused on the words I could understand—“no Internet” and “no copies.”

Ugh, I hadn’t thought of that. Suddenly, I was swept up by the group and out the door. Someone who knew where there was a campus copier stall open on Saturdays herded us, like cats. As only Brazilians know how, we all ended up together, in front of the copier stall, as if we had had a perfectly choreographed route all along.

Afterwards I found my way back to the language building. I bought a cafezinho and settled into a shady place to soak it all in. Barbra had been on the other side of a column for some time, enjoying the breeze and her coxinha, when I finally noticed her.

“So that’s a seminário?”

“Yes. That’s a seminário.”

It’s been six years since Goiânia and I can’t say that presenting has gotten any easier, or that I’ve gotten any better, or that I’ve had more successes, or that I feel any less reluctant each time I try to come up with a proposal for a seminário, conference, or convention. What I can tell you is that I keep on keepin’ on because of two things I’ve learned:

- I never know what ‘right’ I will be able to make of something, or who will make what of my experience.
- Even if I make no ‘right,’ or if others make little of my experience, at least I’ve practiced exercising my own authority, in my own classroom, in my own profession, and that’s what feels like counts the most.

If your doubting Thomas is whispering, “That’s all fine and dandy, but she had Barbra. She’d never have done it without her,” I’d very sincerely respond, “Yes, I had Barbra and without her, I probably wouldn’t have done it.” But if you’d like a Barbra, I’ll do my best to fill her shoes. E-mail any time! And don’t forget, there is a whole Board behind you, ready to give you a hand!

---

Intensive English Program/Higher Education SIG Report

Excerpted from an article by Anna Fichman, PhD student and graduate teaching assistant in the Department of Linguistics at the University of Utah.

Netiquette and International Students

University campuses across the country are witnessing a boom in the use of e-mail for communications between students and instructors. While formal e-politeness rules have not been established, students—particularly non-natives—may face challenges when composing messages to professors. Many of them are affected by the communication strategies used in chat rooms, blogs, and e-mails with their peers.

Students who are native speakers of English seem to have an advantage—they are familiar with the rules of politeness that govern face-to-face communication with instructors, and they more easily transfer those rules into e-mails.

Non-native speakers of English, on the other hand, face multiple challenges. The degree to which their inter-language grammars approach the

(please turn the page)
native standard may be low; they may not be very familiar with computers; and they may not be aware of e-mail conventions and e-mail politeness rules.

I propose simplified netiquette rules for ESL students of various proficiency levels, based on three studies that focus on the differences between e-mail messages written by native and non-native speakers of English. (The studies are cited at the end of the column.) These rules of netiquette—basic ways to improve messages to academic instructors—can be taught within an hour. Such a class could have students brainstorm the differences between communicating with their teachers and their peers, then make an analogy and comparison between face-to-face and e-mail communications. Next, provide and discuss made-up examples of problematic e-mails to instructors.

Students may be able to point out problems, but the instructor may suggest corrections or the class can brainstorm and write about them. The following list of rules makes it easier to focus on one problem at a time:

1. **Only write what you would say.** When working on a computer, don’t forget you are writing to a person—your instructor. Use polite language!

2. **Use correct English.** Your instructor will judge you by the quality of your writing. Use correct grammar, spelling and punctuation. If possible, ask someone to check the message, or at least spell check.

3. **Be clear.** Make sure the title of your message is about the content of your message. You cannot assume your instructor will guess what you want.

4. **Use a professional e-mail address.** Your institution provides you with an e-mail address. Use your name to create your e-mail address so your instructor knows who sent the message.

5. **Do not use all capital letters.** UPPER CASE LOOKS AS IF YOU'RE SHOUTING!!!

6. **Do not use all lower case letters.** It may look careless. If you write your instructor’s name in lower case letters, it may appear disrespectful and rude.

7. **Do not start your message with “I am Dun Chou.”** Your name is Dun Chou, but you are a student. Sign your name at the bottom of the message.

8. **Do not use emoticons :[ or contractions.** Reserve them for e-mails to friends and people you know really well. In an e-mail to your instructor, use words to communicate your message.

9. **Do not start a message with “How are you?” or “What’s up?” and do not end your message with “Bye” or “See ya.”** Such informal language is used mostly in spoken language.

While talking to students about e-politeness and providing them with examples of good and bad e-mails will not guarantee total elimination of their problems, it should focus their attention on how to compose messages.

There is no research yet on how this type of instruction correlates with improvements in students’ e-mails. In the meantime, ESL instructors should note that e-mail is a common mode of communication for students and offer any help they can to enhance the use of this powerful tool.

**References**


---

**Secondary Education SIG Report**

from Christine Veto, Ed.D., SIG Chair

**Jefferson High School ESL Department’s Literacy Labs**

The Reading class in Jefferson’s ESL department is a highly structured course that provides students the time and opportunity to develop the kinds of skills that will make them lifelong learners and self-motivated readers. Through explicit instruction in literary forms and grammatical conventions, as well as one-on-one interaction between instructors and students, the act of reading is transformed from a dull obligation to a fascinating adventure.
Overview
The Literacy Lab is founded on two key ideas: that explicit instruction helps students acquire the skills they need to become good readers, and that sustained reading creates engaged readers.

Students self-select high interest texts and spend 30-40 minutes of daily class time reading silently. During the remaining 20 minutes, instructors give mini-lessons, model journal writing, and lead discussions. This immersion reading high interest books offsets a lack of opportunity or inclination to read in content classes or at home.

Structure of the Literacy Labs
Each Literacy Lab (or as the students call it, “Reading Class”) meets for one period each day as the second half of a two-hour block of ESL classes. Students read independently for about 30 minutes as the teachers monitor engagement, have a student quietly read aloud, and/or model silent reading. Then for 15-20 minutes the teacher gives a mini-lesson on literary elements (characterization, theme, foreshadowing, etc.) or grammar and writing conventions (past tense verbs, indentation, punctuation) to help students shift from passive to active application of the language.

Students then write in their journals, incorporating five interactive elements. Students are required to repeat the reading and journaling tasks outside of class as homework. Journals are evaluated at the end of each week and students are awarded points based on satisfactory entries.

Reading Selection
Students self-select books that appeal to them; especially at the beginning of the semester, teachers provide instruction in book selection. During Book Fairs, students are asked to consider criteria such as title, back-cover blurb, cover image, length, vocabulary, author, genre, etc. Ongoing, teachers converse with students about books, genres or authors they want to try; this also helps the ESL department order texts that appeal to students.

Assessment
Students earn 100 points a week for satisfactory completion of their reading journals. Points are also given completing graphs that chart their individual progress toward self-set goals.

An important element of formative assessment is monthly Book Talks, where students complete a questionnaire about a book they read recently. Talks may be presentations or discussions. All students participate, whether or not they finished their books. Students often become interested in classmates’ books and read them as well.

Students can also earn points for a poster project related to a book of their choice. Clear criteria guide all students to create posters with comparable elements. Posters are presented in Poster Walks and/or Book Talks and decorate the walls, where they inspire other students to seek out books.

Results
ESL students take the Degrees of Reading Power exam at the beginning of the year as a baseline assessment, and at the end of the year to measure progress. For two years, DRP data show a remarkable increase in reading level for the vast majority of students; many advanced by more than one level, some by three or more. Some proficient students attained reading levels beyond high school, in effect overtaking many of their native English-speaking peers.

ESL students are also given the Acuity test three times a year; results show similar gains in reading and writing proficiencies.

Finally, CSAP results showed significant gains in reading and writing among ESL students from one year to the next.

Don’t miss the great opportunities in this edition of the CoTESOL News
• Enter a drawing for a free TESOL membership (details on page 4)
• Nominate your colleagues (or yourself!) for awards and scholarships (see page 3)
• Get a special rate on accommodations at the Fall Convention (coupon on page 11)
• Become a member of the CoTESOL Board (see page 4)
CoTESOL Representative Participates in TESOL Advocacy Day 2009

On June 24, 2009, CoTESOL's Liz Henry joined 22 other TESOL members representing 18 U.S.-based affiliates in Washington, DC for TESOL Advocacy Day 2009. This day-long event featured issue briefings and workshops, capped by visits to Congressional offices on Capitol Hill. The goals of Advocacy Day were to lobby for TESOL on key issues and to provide an interactive learning experience for affiliate representatives on the elements of advocacy. By the end of the day, TESOL members had visited the offices of more than 70 representatives and senators.

Responding to recent Congressional action, TESOL Advocacy Day 2009 focused on adult ESL and efforts to reauthorize the Workforce Investment Act (WIA). To maximize the impact of TESOL Advocacy Day, key members of Congress serving on the education and appropriations committees in the U.S. Senate and House of Representatives were identified for meetings. This year, Liz met with staff from the offices of Congressmen Jared Polis and Mike Coffman and Senators Mark Udall and Michael Bennet to discuss adult ESL and its impact in Colorado.

As condition of participation, each affiliate representative was required to set up individual meetings with their Congressional representatives. TESOL provided directions and guidance, as well as a list of specific representatives and senators to contact. According to Liz, it was surprisingly easy to secure appointments, and the aides were very interested and eager to discuss the topic.

The morning workshop led by John Segota, Director of Advocacy and Professional Relations, involved two briefings. The first featured staff from both the House and Senate discussing "the view from Capitol Hill" on WIA reauthorization and the key issues under debate. The second briefing featured representatives from the National Coalition for Literacy, the Center for Law and Social Policy, and the National Council of State Directors of Adult Education, all of whom discussed their activities and perspectives on WIA reauthorization.

TESOL's legislative consultants, Ellen Fern and Krista Heckler of Washington Partners, LLC, briefed participants on what to expect on Capitol Hill. They provided key information for meetings and opportunities to role play. The briefings and workshop were designed to help the participants practice and prepare for their meetings on Capitol Hill that afternoon.

The congressional aides from Colorado were attentive to the requests from TESOL. They offered to stay connected throughout the congressional efforts to reauthorize WIA.

Since Advocacy Day, Congressman Polis' office has contacted CoTESOL to schedule a site visit so the Congressman can see firsthand the efforts of adult educators in Colorado and the importance of reauthorizing WIA.

Award and Grant Recipients, CoTESOL 2008

Virginia French Allen Award for Excellence in Teaching ................................................................. Kat Bradley-Bennett
Gladys Doty Award for Outstanding Contribution to the Profession ................................. Charl Norloff and Barbara Sample
Presidential Award for Outstanding Contribution to CoTESOL ..................................................... Tom Rohrbach
Howard Morarrie Memorial Scholarship ................................................................. Yeo-Sun Shin
Student Scholarship Grant Support ................................................................. Sraboni Kar
Convention Registration Scholarship ............................................................................ Kelly Velez
Convention Travel Awards ......................................................................................... Lori Rink and Anna Fichman
TESOL in Colorado (continued from page 1)

Shelley Wong, TESOL past president, wrote me:
Please extend my appreciation to the entire CoTESOL organization—we will never forget the blizzard in Denver ’09 and your warm hospitality.

Gertrude’s poem of volunteerism was an Ode to CoTESOL.

You went to such lengths to look for local musicians that reflect the diversity of your state and the world. You understood the financial crisis that TESOL is experiencing and continued to do more with less—your creativity and volunteer energy are amazing.

You all went all out to make Gertrude’s artistic poetry and musical dreams for the convention a reality! DENVER ROCKETED!

My eyes get teary when I heard the song of the Navajo teacher and his young students at the opening plenary. This language that was in danger of extinction and was living and thriving—this to me is sustainability.

The spirit of CoTESOL truly made this a memorable convention.

From the bottom of my heart,
Merci, Xie Xie, Gracias!

Current TESOL president Mark Algren wrote:
Let me add my congratulations and thanks, too, to CoTESOL.

It was so great, and you even arranged for snow. (Did you see all the people taking pictures at the window—so many had never seen snow before.)

Fantastic job and thanks to everyone!

I would personally like to thank everyone from CoTESOL who was involved in organizing, publicizing, and volunteering at TESOL ’09 for your tireless help.

The last time TESOL held a conference in Denver was 1974—that was 35 years ago! Let’s hope TESOL doesn’t wait so long to have another conference here.

While we’re still charged up from TESOL 2009, remember that the CoTESOL 2009 Fall Convention will be held at the Red Lion Hotel in Aurora on November 13-14. (Take advantage of the special hotel coupon below.)

And the next TESOL conference will be the “Boston TESOL Party,” March 24-27, 2010.

Hope to see you all at both of these events!

—Bruce Rogers
President, Colorado TESOL

RED LION HOTEL DENVER SOUTHEAST
3200 South Parker Road ✦ Aurora, CO 80014 ✦ 303-695-1700

CoTESOL members who register for the November 13-14, 2009, Fall Convention will receive a special $89 (plus tax) room rate for each night’s lodging at the Red Lion Hotel Denver Southeast. This rate includes a breakfast buffet for two in the Aspens Café.

To make your reservation, call 1-800-Red Lion and mention CoTESOL. On line, open www.redlion.com and use group code 1109COTE.

Red Lion offers hourly shuttle service to and from DIA. The shuttle leaves from Island 3 outside Door 508/9 near the baggage claim area. Call the hotel for approximate

Treat yourself to a pleasant hotel stay at the Red Lion and help CoTESOL. Each convention guest who stays at the Red Lion helps keep CoTESOL’s convention costs
A variety of resources to help you communicate with your Spanish-speaking students AND their parents.

- Improve Parental Involvement
- Bridge the Communication Gap
- Parents Communicate in English
- School Personnel Communicate in Spanish & Other Languages
- Increase Communication with Parents of Your English Language Learners

Visit our website to preview all our instructional workbooks (including sample pages), CDs, reference cards, notepads & more!

SPANISH STEPS
227 West Melody Avenue  Portage, MI 49024-6136
Tel: 269-598-3259  Fax: 269-329-6973  e-mail: spanishsteps@charter.net
www.SpanishStepsOnline.com

Colorado TESOL News

CoTESOL
c/o Larry R. Fisher
63 UCB
Boulder, CO 80309-0063

First Class Postage

Calendar these dates now:

"Boston TESOL Party"

Boston, Massachusetts
March 24-27, 2010

Printed on recycled paper