Wednesday, March 30, 2–2:45 pm

**TESOL/NCATE P–12 ESL Teacher Education Standards**

The P–12 ESL Teacher Education Standards are part of the National Council for Accreditation of Teacher Education (NCATE) accreditation process. Presenters describe the five domains of the standards: professionalism, language and literacy, culture, instruction, and assessment. This session provides information on the new reporting and review process.

**Presenters:** Jason J. Majesky, TESOL, Alexandria, Virginia, USA; Lydia Stack, San Francisco Unified School District, San Francisco, California, USA; Cheryl L. Huffman, Huffman and Associates, Oklahoma City, Oklahoma, USA; Natalie Kuhlman, San Diego State University, San Diego, California, USA; Beth Witt, Chinle Elementary School, Chinle, Arizona, USA; Keith Buchanan, Fairfax County Public Schools, Washington, District of Columbia, USA

Wednesday, March 30, 4–4:45 pm

**Professional Issues, TESOL Advocacy, and You**

How does TESOL address issues affecting the profession? The presenters discuss advocacy and the kinds of activities TESOL can undertake on behalf of the profession. Participants are given an opportunity to share their concerns on professional issues and discuss possible courses of action.

**Presenters:** John Segota, TESOL, Alexandria, Virginia, USA; JoAnn Miller, Independent Consultant, Mexico DF, Mexico

Thursday, March 31, 10:30–11:15 am

**Professional Development Options: One Size DOESN’T Fit All**

What professional development options does your institution offer or what options do you think it should offer? There are infinite options and no single “correct” answer; it is something you and your colleagues have to decide. This presentation provides you with ideas for planning and implementing professional development programs.

**Organizer:** Aysegul Daloglu, Middle East Technical University, Ankara, Turkey

**Presenters:** TBA

Thursday, March 31, 2–3:45 pm

**TESOL Standards Projects Update**

What TESOL standards projects are currently underway? What is the process for development, implementation, and study of TESOL standards? How can you be involved? Come and join the Standards Committee for an overview, and provide input on current and future TESOL standards projects. Share your experience with implementing TESOL standards.

**Organizer/Presenter:** Candace A. Harper, University of Florida, Gainesville, Florida, USA

Friday, April 1, 9:30–11:15 am

**Training All Teachers on TESOL’s Pre-K–12 ESL Standards: Aligning Content Standards With ESL Standards**

This is an encore of TESOL’s presentation on the Title III federal grant titled “Bilingual Education: Training all Teachers on the TESOL Pre-K–12 ESL Standards.” The final 2 years of the Training All Teachers project has been implemented in Montgomery County Public Schools in Maryland, in the United States. The focus has been to train middle school social studies and ESL teachers to align their state content standards with the TESOL Pre-K–12 ESL Standards. Teachers and students have recognized tremendous benefits of this project, especially relating the introduction of the No Child Left Behind legislation. In this session, the project team talks about their roles in the project and its impact on student learning. Come and see how this project is helping a school district meet its goals in helping children with limited English proficiency meet academic standards. If you are interested in partnering with TESOL on a similar project, come to this session.

**Presenters:** Betty Morales, TESOL, Alexandria, Virginia, USA; Dorothy Kauffman, Consultant, Annapolis, Maryland, USA; Nina Khouri, Montgomery County Public Schools, Rockville, Maryland, USA; Rebecca Oxford, University of Maryland, College Park, Maryland, USA; Montgomery County Public Schools Master Teacher Trainers TBA
Friday, April 1, 3–3:45 pm

**Teach for Tomorrow: Integrating Instruction and Technology**

Professional development programs of tomorrow cannot ignore the impact that technology has had and will continue to have on teaching. In this session, the presenters review and discuss available professional development options that focus on teaching with technology rather than on just how to use the technology.

**Organizer:** Ayşegül Daloğlu, Middle East Technical University, Ankara, Turkey

**Presenters:** TBA

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Saturday, April 2, 9:30–10:45 am

**NCLB Policy and English Language Learner Research**

No Child Left Behind (NCLB) includes strong provisions regarding what research is relevant to education and how it is used. In this session, presenters with a variety of perspectives reflect on how NCLB policy intersects with English language learner research in areas of accountability, assessment, educational practices, school and district administration, teacher education, and literacy research.

**Organizer:** Mary Lou McCloskey, Educo/Georgia State University, Atlanta, Georgia, USA

**Presenters:** Jamal Abedi, CRESST/University of California-Los Angeles, Los Angeles, California, USA; James Crawford, National Association for Bilingual Education, Washington, District of Columbia, USA; Jim Cummins, Ontario Institute for Studies in Education, Toronto, Ontario, Canada; Candace Harper, University of Florida, Gainesville, Florida, USA; Sarah Hudelson, Arizona State University, Tempe, Arizona, USA; James Stack, San Francisco Unified School District, San Francisco, California, USA

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Caucus Colloquia

**Christian Educators in TESOL (CETC)**

Wednesday, March 30, 9:30–11:15 am

**Respecting Religious Differences in ESL Classrooms**

Mary Shepard Wong, Richard Robison, Kathryn Bartholomew, Cheri Pierson

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**TESOLers for Social Responsibility (TSR)**

Wednesday, March 30, 2–3:45 pm

**Peace Education in a World of Conflicts**

Tom Schroeder, Barbara Birch, Kip Cates, Valerie Jakar

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**International Black Professionals and Friends in TESOL (IBPFT)**

Thursday, March 31, 9:30–11:15 am

**Opportunities for Professionals of Color Within TESOL**

Khadar Bashir-Ali, Mona Scheraga, Willisa Roland, Michelle Maitland, Andwatta Barnes

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**Lesbian, Gay, Bisexual, Transgender, and Friends (LGBTF)**

Thursday, March 31, 9:30–11:15 am

**Sexualities in the Global Context of English**

Tom Riedmiller, Juan Francisco Castillo, Sonja Freneta, Barbara Martinez, Brett Reichert, Joacyr Oliveira

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**Caucus on Part-Time Employment Conditions (COPTEC)**

Thursday, March 31, 3–4:45 pm

**Overcoming Chronic Adjunct Fatigue Syndrome**

Jocelyn Graf, Joan Grosse, John McLaughlin, Ann Arbor, Nancy Sreenan, Mary Ellen Goodwin

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**Nonnative English Speakers in TESOL (NNEST)**

Friday, April 1, 9:30–11:15 am

**NNEST Issues Revisited**

Ahmar Mahboob, George Braine, Suresh Canagarajah, Ulla Conner, Lia Kamhi-Stein, Jun Liu

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**All-Caucus Colloquium**

Friday, April 1, 2–3:45 pm

**Teacher Identity and the TESOL Profession**

Ahmar Mahboob, Mary Shepard Wong, Nancy Sreenan, Khadar Bashir-Ali, Tom Riedmiller, Tom Schroeder