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Next newsletter deadline is
August 15, 2014

Message from the President



Dear VATESOL Colleagues,

The arrival of the warmer weather marks a period of transition in the year for most of us. Some of us have fulfilled our responsibilities for the spring semester and are now getting ready to teach summer sessions, while others are still in the process of wrapping up the school year and getting ready to have some downtime. Whatever the case may be, I am happy to report that when it comes to the VATESOL, there are no signs of slowing in our constant effort to strengthen our organization and provide high-quality professional opportunities for our members. In particular, I'd like to thank Denise Ricks and Kay Gude for their efforts in working on revising and updating our organizational documents, as well as Lily Mirjahangiri who is working on board nominations for the coming academic year.

Finally, our VATESOL 1st Vice President and 2014 Fall Conference Chair, Paul Phillips, will be sharing in more detail about the exciting plans we have for the fall, and I don't want to

steal his thunder, but I would like to take a moment to thank him as well as the other hard-working and dedicated members of our conference planning committee, such as Angelique Clarke (Session/Workshop Proposal Chair), Daniela Wagner-Loera (Poster Proposal Chair), Kay Gude (Membership Chair), and Ben Taylor (Webmaster), who have gotten a fantastic start on getting major pieces into place.

Best wishes for a fantastic summer – see you all in October!

Sincere regards,
Laura Ray, VATESOL President

Laura Ray is currently the Faculty/Administrative Coordinator at the Old Dominion University English Language Center. In addition to serving as President of VATESOL, she is also active with TESOL International and serves as the co-editor of the Video and Digital Media Interest Section newsletter. She is also an active member of NAFSA and the NAFSA Region VIII affiliate. Her main interests include higher education ESOL teaching and administration, with a specific focus on campus and community outreach and programming. She received her MA in Applied Linguistics with concentrations in TESOL and Sociolinguistics from Old Dominion University in 2008.

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Message from the 1st Vice President and 2014 Fall Conference Chair

Greetings VATESOL Members!

We are well on our way to an amazing annual conference scheduled for October 10 and 11, 2014. This year's conference will be held on the beautiful Longwood University campus in Farmville VA. Longwood, with its rich tradition and history, boasts a peaceful and serene environment with beautiful grounds complete with lovely seating areas, fountains, and gardens that are perfect for quiet reflection. You can learn more about Longwood at <http://www.longwood.edu/>.

Our conference planning committee (Angelique Clarke-Session/Workshop Proposal Chair, Daniela Wagner-Loera-Poster Proposal Chair, Kay Gude-Membership Chair, Ben Taylor-Webmaster, and Laura Ray-Vendor/Exhibitor Chair) is diligently working to put together an exciting and informative event for you. This year's theme is *Shifting Paradigms: Uniting Methodology and Technology*. Given our theme, we've made some exciting changes to the conference format. For the first time, we will offer Special Interest Group workshops. These informative sessions will focus on the needs of our SIGs providing techniques and methods that teachers will be able to use in the classrooms right away. In addition, our conference will include a poster session offering attendees the opportunity to interact more personally with presenters. We, of course, will have a wide array of break-out sessions that guarantee to be informative and helpful to all.

Be sure to take advantage of Early Bird Registration for this year's conference. Members registering by August 31 will pay only \$75.00. Non-members pay \$90. Registration will be open through Sept. 10 and will be closed on Sept. 11. There will be no on-site registration, so be sure to register online at <http://vatesol.cloverpad.org/>.

For those of you who choose to spend the night in Farmville, we have reserved space at both the Hampton Inn and the Comfort Inn. You will find detailed information related to rates and accommodations on the VATESOL website. There are several restaurants close to the venue for those who wish to catch up with old friends and make new ones. Farmville offers a relaxed, friendly atmosphere that I know you will appreciate.

As your conference chair, I extend a warm invitation to this year's conference and to Longwood University. This conference promises to be bigger and better than ever. I look forward to seeing you and welcoming you to Farmville!

With anticipation of a great future for VATESOL,

Paul Phillips, 1st Vice President/Conference Chair

2014 Virginia TESOL Annual Fall Conference

Shifting Paradigms: Uniting Methodology and Technology**October 10-11, 2014****Longwood University****Farmville, VA****CALL FOR SESSION/WORKSHOP PROPOSALS****Deadline for Proposals is extended to: June 30, 2014**

VATESOL invites proposals for presentations and workshops for the annual Fall Conference. Proposals are welcomed from teachers, teacher educators, researchers, program administrators, materials and curriculum developers, graduate students, and other professionals in the fields related to English as a second/foreign language education and advocacy for English language learners and their teachers.

New this year we will have a special workshop session for each of the Interest Groups. If you are interested in your proposal being selected for this honor, please check the appropriate box on the form.

Please go to <http://vatesol.cloverpad.org/> to complete the online proposal form. Please take a few minutes to read the additional instructions and information about the proposal review process, which can be found at the website.

CALL FOR POSTER PROPOSALS***Deadline for POSTER Proposals: July 15, 2014**

New this year VATESOL invites poster proposals for the very first poster session for the annual Fall Conference. Poster proposals are especially welcomed from graduate students, but are also accepted from teachers, teacher educators, researchers, program administrators, materials and curriculum developers, and other professionals in the fields related to English as a second/foreign language education and advocacy for English language learners and their teachers.

Please go to <http://vatesol.cloverpad.org/> to complete the online poster proposal form (This submission is for poster proposals only). Please take a few minutes to read the additional instructions and information about the proposal review process,

**NEW 2014
Fall Conference
POSTER SESSIONS!!!
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**visit the VATESOL website
for more information*

complete form is for read the review process,

which can also be found at the website.

If you have questions regarding session/workshop proposal submission, please email the Proposal Chair:

Angelique Clarke angeliqueclarke@gmail.com

If you have questions regarding the poster proposal submission, please email the Poster Proposal Chair:

Daniela C. Wagner-Loera daniela.loera@gmail.com

For all other conference-related questions, please email the Conference Chair

Paul Phillips phillipsrp@longwood.edu

For the latest conference information, please check our website

<http://www.vatesol.com>

Message from the VATESOL Nominating Committee Chair

Dear Colleagues,

Greetings to all of you across the state! As we are getting closer to the end of school year, I hope you are all off to a wonderful summer filled with plans to rest, relax, and recharge for another exciting year ahead.

On behalf of VATESOL Nominating Committee, I would like to inform you of the following openings on VATESOL Board of Directors for 2014-2015. Please take a close look at the summery of duties under each position, and let us know if you are interested to serve in any of these capacities. Interested applicants must submit the following documents to Lily Mirjahangiri @ Lily_mj@hotmail.com by **Friday, July 25, 2014**:

- A brief bio explaining why you are interested in this position
- A resume including your work and educational background

Many thanks for considering serving on board of VATESOL, and we look forward to hearing from you. Best wishes!

Lily Mirjahangiri
VATESOL Past President
Chair, VATESOL Nominating Committee

The Second Vice President shall: succeed the First Vice President, assist the First Vice President with the Fall Conference and assume duties as appropriate in consultation with the First Vice

President, serve as VATESOL liaison for SETESOL (South East Teachers of English Other Languages)

The Recording Secretary shall: distribute board meeting minutes; distribute draft minutes to attending Board members for review and revision at least one week before the next meeting; after the Board approves the minutes, send the approved minutes to all Board members; organize and maintain electronic records of minutes and approved motions for retrieval of information; record approved motions in the register of motions by date of approval for easy referral

The Treasurer shall: collect dues, deposit money received, make disbursements, maintain financial records, arrange for audits as specified by the Executive Board, submit a written report for the newsletter as requested, maintain a register of all paid members in collaboration with the Membership Committee Chair, make a budget for each fiscal year, prepare 990 TAX Forms for the IRS, and upon leaving the position, ensure that the signatory rights to the new Treasurer are transferred (take a trip to the bank), and follow the recommended timeline to perform these duties

The Membership Committee Chair shall: coordinate production and mailing of Membership/Programs/Resources Directory with welcome letters; keep membership informed through letters and brochures, i.e. new members, (late) membership renewal, program director forms and letters; contribute to and implement Board's Membership Plan to increase/retain members; follow the recommended timeline to complete such duties

Regional Contact – Central shall: recruit and secure presenters for state VATESOL conference in their interest group, submit an article about the news from the SIG to the VATESOL Newsletter for each newsletter (current educational and legislative trends affecting your group are good topics for the articles); recruit members to write articles for the newsletters, keep list of members in the SIG; coordinate the SIG roundtable sessions at the Fall Conference and outreach to new members

Elementary Special Interest Group Leader shall:

recruit and secure presenters for state VATESOL conference in their interest group, submit an article about the news from the SIG to the VATESOL Newsletter for each newsletter (current educational and legislative trends affecting your group are good topics for the articles); recruit members to write articles for the newsletters, keep list of members in the SIG; coordinate the SIG roundtable sessions at the Fall Conference and outreach to new members

The Webmaster shall: maintain and update the website, solicit and act on suggestions from the membership on how to improve the website, and (if possible) attend a professional development workshop for website managers (i.e. the national TESOL conference has a website)

Send information
and concerns to
your SIG Chairs!
Use emails below.

Special Interest Group (SIG) News

Teacher Ed/Program Admin SIG Chair, Jo Tyler
jtyler@umw.edu



**Teacher Education/Program
Administration SIG Chair**

Professor Tyler's column will
resume in the next issue.

Jo Tyler is chair of the Teacher Education/Program Administration SIG of VATESOL and professor of linguistics and education at the University of Mary Washington.

Secondary Education SIG Chair, Angelique Clarke
Angelique_Clarke@ccpsnet.net



Secondary Ed Chair

**Don't Sleep on Local
Talent/Expertise**

By Angelique Clarke, Chair

I had the pleasure of attending the 2014 VATESOL Middle Virginia Mini-Conference on March 22. It was an enjoyable and enlightening day where I was able to network with colleagues across the state and improve my own practice. The keynote by Victorie G. Sanborn challenged us to reconsider our own biases and beliefs concerning technology access and the ESOL student. Mrs. Sanborn certainly inspired and corrected some of my own assumptions. For example, she said, "We are so focused on what we can't do that we often fail to explore what CAN be done." Where technology is concerned, I always hear about how little access that students have, especially impoverished or immigrant students.

Here are a few of the points that she made about such myths:

- 73% of adults in poverty use cell phones.
- More people use smart phones than laptops.
- 47% of people use mobile phones to find information.
- Half of Africa's one billion people own a mobile phone.
- In areas with limited electricity, they can use boiling water to charge a phone.

In addition to the keynote address, I attended *Using YouTube to Improve Speaking Skills* by Lesley Rosenberg (ODU ELC), *Targeted Writing Activities for the ESL Grammar Class* by Katharine Moulton & Ann Kumm (ODU ELC), and *Vocabulary Activities that Achieve Multiple Objectives with Minimal Preparation* by Diane Bumpass & Kimberly Chadwick (VCU). I took away strategies

from each one of these sessions that I could immediately put to use in my own classroom.

One of my favorite activities was the postcard activity from Katherine Moulton & Ann Kumm's session. They had students write postcards using simple present and present progressive phrases that gave clues as to where the student was visiting. Students then exchanged postcards and tried to guess where each student was on vacation. Being a history teacher, I decided this idea was a perfect way to review key historic events. I am going to have students draw key battles, monuments, and events and design their own postcard. On one side, they will have a picture and a title that is the answer. On the other side, they will write clues about what they saw or experienced. Students will use the clues to

try and figure out the event. Then, the student can self-check by flipping the card over to see if s/he was correct.

If you love learning and networking, then you should make plans to attend the 2014 VATESOL Fall Conference on October 10 & 11 at Longwood University. This year promises to be the best one yet. Don't miss out on this great opportunity!

Angelique Clarke

Angelique Clarke is Social Studies and ESL teacher at Meadowbrook High School in Chesterfield. She is also a NCBT.

Elementary Education SIG Chair, Stephanie Sebolt ssebolt@gmail.com



Elementary Ed SIG Chair

Stephanie Sebolt is ESL teacher of K-5 ELLs in Roanoke County. She is also an adjunct for the University of Mary Washington and Virginia Tech.

Stephanie's column will resume in the next issue.

Adult Ed SIG Chair, Daniela C. Wagner-Loera daniela.loera@gmail.com



Adult Ed SIG Chair

To Flip or Not to Flip? Thoughts and News from the TESOL Convention

By Daniela C. Wagner-Loera, Adult Ed
SIG Chair

Flipping the Classroom has become one of the biggest buzzwords in education. While educators have been debating its pros and cons, students seem to be excited about the new approach. At the TESOL convention in Portland, OR last March, flipping was the most popular

theme. More than twenty sessions in higher and adult education addressed the topic and enlightened fellow teachers about the strategies. Let's take a closer look.

Since the 1990s with the improvement of technology, flipping has worked its way into the classroom. The idea behind flipping the classroom is to substitute instructional time with practice, while the actual lecture takes place outside the classroom. In other words, students follow an online lecture or recording, which introduces the new material before they review and practice in school.

As technology has advanced greatly, students can now access the classroom from anywhere they like. They are able to listen to lectures, watch instructional videos, and even interact with their instructors from anywhere they please using their iPhones, iPads, and laptop computers. It sounds perfect: Students learn at home and practice in school, while using the gadgets and tools they love.

Considering the many distractions and temptations students are exposed to at home, it is often difficult for them to make time for intensive practice. So, flipping the classroom may be the answer. Students will invest minimal time at home, meaning 15 – 60 minutes, but then get the practice and coaching they need in the classroom. Vocabulary practice is an excellent example. Unless students take the time to interact with the new words, they will not be able to remember them. In the flipped classroom, the words will be briefly introduced at home, but will be practiced in the classroom. This is the perfect way to ensure students actually do the work.

Yet, at TESOL, many teachers in the audiences were rightfully concerned about the actual teaching materials. Who designs and approves these lessons that are provided to the students? How much time should a teacher invest in preparing these online lessons? Are internet sources reliable? The answers of the presenters varied. While some encouraged the instructors to make their own materials (you only need to make one recording for each teaching point and then recycle it), others suggested to carefully preview and select what is already available online. Another idea is to work together with colleagues to design several lessons at once.

At TESOL, there were two types of instructors in most audiences – the excited ones, who could not wait to try it, and the ones who were skeptical. So, should we flip or not?

Here is TESOL's take home message: Flip when you are comfortable flipping and when it benefits your students. For example, most students do not invest time at home to review grammar or vocabulary. So, choose

an instructional video, assign it as homework, and coach them through several exercises the next day in class. Yet, when you feel that you should be the one instructing then do it. There is no rule to say that we must flip it all. As with many approaches, we should be informed and try it out. However, we should definitely use this approach with students who feel very comfortable with it, as the many possibilities for deep learning and critical thinking when flipping the classroom is *flipping awesome*.

Thus, we should definitely be open-minded about this approach, get our feet wet, and prepare to be hearing more about it in the (very near) future.

Teaching Tip

Are you looking for a new valuable activity to integrate into your summer or fall teaching? Allow academic goal setting into your classroom. Reserve 15 minutes each week for students to evaluate the following:

- What are my goals (for the week and the semester)
- What have I learned this past week?
- What can I improve next week?

Have students discuss their ideas and thoughts in groups. Allow them to comment on the most useful activities and have them tell you what they need more of. This helps the students become empowered and self-critical learners with realistic goals, and it helps you personalize your classroom. On top, students feel that they are heard, which boosts their self-esteem. And the best part: it only takes 15 minutes/week. Students love it. Teachers love it.

Submit your teaching tips or questions to daniela.loera@gmail.com to be included in the next newsletter.

Daniela C. Wagner-Loera, *Adult ED SIG Leader*

Treasurer's Report, William Ziegler



Treasurer's report:

BB&T balance as of May 7: \$47,003.60

PayPal account balance as of May 20: \$1,133.84.

Articles by Our Members



Vocabulary Activities that Achieve Multiple Objectives with Minimal Preparation

By Kimberly Chadwick

At the VATESOL Mini-Conference in Norfolk, VA, I presented an instructional methods presentation with VCU ELP colleague Diane Bumpass on the subject of vocabulary activities. Prior to the mini-conference, we had discussed obvious issues in current vocabulary instruction. Instead of learning vocabulary words, students seemed more inclined to learn strategies that only enabled them to complete vocabulary exercises; as a vocabulary instructor, I found it time consuming to continuously prep for quickly changing sets of vocabulary. In both situations, I was missing my mark on emphasizing word meanings and understandings and began falling into a regular routine of fill-in-the-blank and matching. Is vocabulary, by nature, a mundane subject? Why was I not taking advantage of my time to address other skill areas during vocabulary instruction? For instance, couldn't I include an

activity that catered to both oral skills and vocabulary skills?

After talking with other instructors and working closely with my colleague, we created a proposal and presentation that catered to this idea of achieving multiple learning outcomes with minimal preparation in vocabulary driven activities. These activities were also easily repeated and established classroom consistency. As means of reflection from that presentation, here is a brief look at a few of the vocabulary activities Diane and I shared, each addressing multiple learning objectives connected to vocabulary with little prep time:

1. **FAS TEST**: Self-assessment in the form of identifying if a new word is a **Friend**, **Acquaintance**, or **Stranger**. At the start of a term, share the three words and their meanings with students. When introducing a new vocabulary word list, ask students to identify their familiarity with the new words by writing F, A, or S next to each word. After students have made their lists of Friends, Acquaintances, and Strangers, students can work in small groups to orally share how many Friends, Acquaintances, and Strangers they had. While students are sharing, the teacher can move through groups and better gauge the classroom comfort level with the new words. Figure A shows definitions

that my colleague, Diane Bumpass, created as a means to explain **FAST**.

FAST
Friend **Acquaintance** Stranger Test

<p>Friend – I know this word. We’ve met before. I know one or more meanings of this word and it’s pronunciation.</p>	<p>Acquaintance – I’ve met this word or its roots before. I know a little bit about this word.</p>
<p>Stranger – I don’t recall seeing this word before. I can tell a little about it from the context, but we’ve never really met.</p>	

Figure A

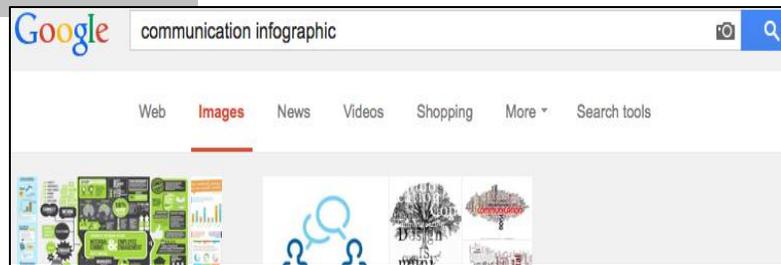


Figure B

2. **QUESTIONS:** Instead of making a list of sentences or statements with new words, write questions. In general statements take little concentration and the content yields limited understanding. By comparison, questions require students to write about real-life situations. Let’s consider the word *capable*. I can write, “John is *capable*.” But in what context would we hear this sentence be spoken or see it written? This sentence gives *capable* a loose meaning that is open to interpretation and, at the same time, presents a fictional character, “John”. As a teacher, this exercise of writing statements doesn’t accurately assess my students’ understanding of vocabulary. If students create vague and fictional sentences, in effect, our students’ understanding of any given vocabulary word is significantly limited. In contrast, I can write, “What are you *capable* of doing?” Now my question has a context: I am able to associate the word *capable* with things I can do. With this adapted activity, students are able to practice using the vocabulary word in an appropriate and realistic context and develop grammatical accuracy in forming questions. After students have created questions, the activity can turn to oral and students become engaged in using the new vocabulary by addressing the questions.

3. **INFOGRAPHIC:** An Infographic is a visual image that provides data and information on given topic. With technology today, there are more easily accessible resources available, including Infographics. To find an Infographic, simply input topic/key vocabulary word + infographic under an image search (see Figure B). Teachers can plan ahead and search for Infographics through Google image search and other various Internet image search engines to find and save an image. Or a teacher can spontaneously search images in class and have students help select Infographics to discuss. In both situations, there is a visual with meaning presented to establish immediate context with new vocabulary words and expose students to interpreting numbers and facts. Figure C shows an example of a saved Infographic. Our topic was communication, with a focus on the vocabulary words: *communicate*, *community*, *capable*. Students were asked to analyze and interpret the information, using our key vocabulary words. To help guide our analysis, I asked students to look at the Infographic and write down three images they saw (there was also the option to have asked students to write three questions about the Infographic). Then we discussed the significance of those items and what numbers were associated with those items. Discussions were held first in pairs and then as a class. After introducing our key vocabulary words – *communicate*, *community*, *capable* – and what we saw in the Infographic, we then wrote a short paragraph. In that paragraph, I asked students to use our key terms to either describe the Infographic or share their own interpretation about the Infographic topic (how the information is significant, how it relates to their lives). It was

important for me to include all language levels in my classroom, hence the two options. Depending on a student's comfort level with the analysis, a student could choose to report on our discussion or elaborate on and continue our discussion. This exercise asked students to think critically about statistical data, all the while, building a significant context connected to the vocabulary.

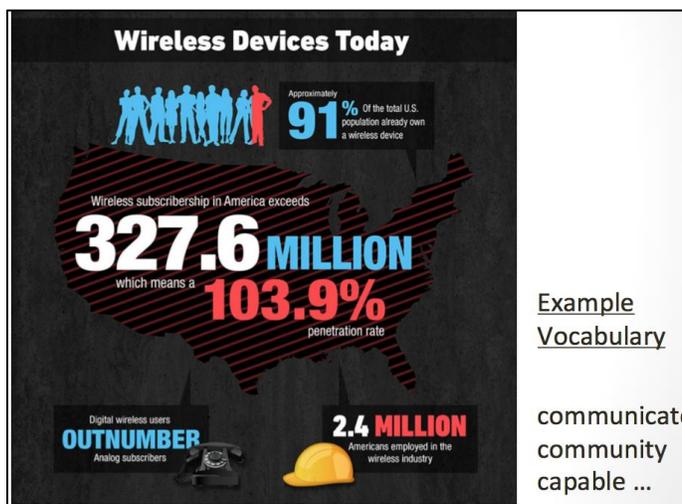


Figure C

Overall, these activities were simple adaptations to exercises already in play in our classrooms, but adapted to achieve multiple learning objectives. Our presentation goal was to challenge educators to reflect on current vocabulary activities and ask, "Can an activity I am currently using be adapted to meet multiple learning outcomes? And can I make this activity easily repeatable?" The VATESOL Mini-Conference presented a new opportunity for me to assess my current subject activities and explore new and engaging ways to now *hit my mark* in any given course, as I now encourage other instructors to do. The experience of exploring and sharing this insight related to vocabulary instruction, along with other presented topics at the mini-conference, has been invaluable in terms of personal and community growth.

Kimberly Chadwick is an English Language Program instructor at Virginia Commonwealth University in Richmond, Virginia. She has been teaching English as a foreign language abroad and in the United States for 4 years.



Prince William Agreement with DOJ Defines/Limits ESOL Services

By Leon Reed

Background

A settlement agreement between Prince William County Schools (PWCS) and the US Department of Justice (DOJ) (US DOJ, 2013) requires major changes in the way PWCS provides ESOL instruction. The agreement is the latest step in a DOJ investigation that started with a complaint about one PWCS middle school. Original issues in the complaint included: using fulltime subs, inadequate resources, inadequate levels of ESOL services, inconsistent record-keeping, and denying dual services to students eligible for both Special Education (SPED) and ESOL. The citations in the following sections are from the US DOJ 2013 agreement unless indicated otherwise.

Original Requirements

The original consent decree (US DOJ, 2010) required schools to identify every ESOL student and provide a minimum level of services (including some who had not been in an ESOL class for four years or more). In particular, students eligible for both ESOL and SPED were required to receive both types of services (2010 para 30-33, expanded in 2013 para.44 and 45). PWCS was also required to expand its already-elaborate data collection process. For each student, teachers must enter Service Delivery Plans, Goals, Test Accommodations, Classroom

Accommodations, and updates on academic progress throughout the school year (2010 para 34-36, expanded in 2013 attachment E).

September 2013 Agreement

The new agreement specifies that ALL teachers are responsible for the performance of English Learners (EL's). It also expands the requirements. For the first time, DOJ rules define not just resources and services but HOW ESOL will be taught (para.24). The agreement shifts the focus of English language instruction away from self-contained classes taught by ESOL teachers and toward content-area classrooms with mixtures of English learners (EL's) and non EL's, taught by teachers who have been trained in "EL techniques" (attachments A-C). The agreement:

- Sets minimum requirements for the amount of ESOL services for each ESOL level (para.18 and attachments A-C);
- Requires schools to track each student's services to identify students who are being "under-serviced" (para.23);
- Restricts the amount of self-contained ESOL classes that can be offered and requires placement of students in content area classes at a lower ESOL level (Attachments A-C);
- Sets restrictions on scheduling, including a requirement that any English or ESOL class must contain only two consecutive levels of students (para.22 and attachments A-C);
- Establishes a 20-hour annual training requirement for "EL-trained teachers" and an online system to track teachers' progress toward meeting this requirement (para.8 and 32).

How ESOL is taught

The new agreement also contains requirements for how ESOL should be taught and how content teachers and their co-teachers should work together. The agreement shifts the focus of English language instruction toward content-area classes, with ESOL teachers increasingly focusing on co-teaching. The agreement defines specific "sheltering techniques"

that teachers should use (including grouping students, adapted materials, cooperative learning, and scaffolding; differentiation; co-teaching; and standards-based lessons) (para.24). Case managers are required to identify the sheltering techniques that each teacher uses in each student's records (attachment E).

Any "Sheltered Instruction" class taught by an "EL-trained teacher" (a teacher who is on track toward meeting the 20 hour annual training requirement) is considered a sheltered class. No distinction is made between a class with one ESOL student taught by an "EL-trained teacher" and a class with entirely ESOL students co-taught by a content area teacher and an ESOL teacher (para.32).

The new agreement challenges many assumptions about how ESOL is taught. For example, is there a need to intentionally teach skills such as grammar, parts of speech, sentence structure, and essay-writing? Or does "English language instruction" really consist mainly of content vocabulary and sheltering techniques such as use of visuals and working in small groups?

Second, is a teacher trained in a content area who has a Pacing Guide and an SOL the in the best position to teach English to ESOL students?

Third, do the benefits of placing ESOL students in mixed classrooms (integration into the broader school program) exceed the benefits of sheltering students (ability to tailor instruction specifically for ESOL students)?

There are many positive aspects of the agreement: required focus of administrators on this population (para.37), translation services (para.58), involvement of ESOL in SPED decisions (para.44-57), and, most importantly, the philosophy that ALL teachers are responsible for ESOL students. But many teachers and administrators are concerned about the scheduling restrictions, the required paperwork, and the training requirements. And the

new approach to teaching ESOL represents an untested philosophy that may or may not work.

<http://www.justice.gov/crt/about/edu/documents/princewilliamsettle.pdf>

References

United States Department of Justice (2013). *Settlement agreement between the United States of America and the Prince William County School District*. Retrieved from <http://www.justice.gov/iso/opa/resources/391201395182735634942.pdf>

United States Department of Justice (2010). *Settlement agreement between the United States of America and the Prince William County School District*. Retrieved from

Disclaimer: This article is the opinion of the author and does not represent the viewpoint of either Prince William County Schools or VATESOL.

Leon Reed is an ESOL and Social Studies teacher at Woodbridge Senior High School. He is a career switcher in his 9th year as a PK-12 educator. Previously, he was a staff member of the US Senate Banking Committee and a defense consultant.

