

## Message from the President

**T**he New Year is upon us and it is the perfect time for thoughtful reflection and motivating aspirations. I love the sense of accomplishment that embraces me like a warm hug after I line up my ducks and prioritize to achieve personal and professional goals. When thinking about priorities, I wonder – how can I develop as a professional, maintain a balanced work-home life, and optimize my time? How can I sharpen efficiencies? Connecting with like-minded individuals is the secret ingredient in my recipe for the successful New Year, and I find membership in MIDTESOL is a tremendously useful tool. MIDTESOL board members are conscientious volunteers and represent a broad cross-section of our membership. Our members encompass an intricate network of diverse individuals, who are actively engaged in their profession, and are well equipped and ready to share with the MIDTESOL community their best practices and how-to's. All give freely of their time and expertise and make this organization top notch.

Recalling the early days when I first started in the ESL field, I needed assistance with lesson planning, assessments and classroom management for our IEP. With notebook in hand and questions aplenty, I turned to the seasoned professionals at the MIDTESOL conference in St. Louis. The conference sessions provided specialized development opportunities and sage advice that undoubtedly benefited my classroom. I grew professionally from that experience, and as my work responsibilities changed, there was a corresponding shift in my participation in the organization. I had originally attended to improve my teaching skills, but later needed to learn more about accreditation standards for language programs, program administration, and development of cross cultural training that is sensitive to the needs of language learners. At each stage of my career, I could count on professional support through MIDTESOL in membership and on our board.

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*“Connecting with like-minded individuals is the secret ingredient in my recipe for the successful New Year, and I find membership in MIDTESOL is a tremendously useful tool. “*

- Birdie Morgan

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## In This Issue

- MIDTESOL 2015 Conference Award Winners, Sessions, and Reflections
- TESOL 2016 Plans
- State by State Update
- MIDTESOL Survey Results

# MIDTESOL MATTERS—PRESIDENT’S MESSAGE CONTINUED

*“The addition of smaller, regional conferences and online training opportunities for our members, who are often working within the constraints of a busy schedule and tight budget would be a definite asset to our organization.”*

As the organization continues to grow, the needs of members remain our utmost priority. MIDTESOL members tend to be very involved in the organization, and it is no surprise that there was an overwhelming response rate to our recent survey. The annual conference and social gathering, access to our proceedings journal, and MIDTESOL Matters were included as some of the most valuable benefits of membership. Many responses included the desire to see even more opportunities for networking and access to research based resources to aid in professional development. We will remain sharply focused on finding ways to incorporate your greatest concerns, and our goal is to prioritize them accordingly in the 2016 strategic plan.

To summarize, my vision for MIDTESOL 2016 includes expansion of existing collaborative efforts, maximizing the use of technology, and enhancing the overall MIDTESOL experience through more interaction and training opportunities. With the benefit of technology, we can create a virtual community, perhaps a “tech neighborhood,” that would be an at-your-fingertips tool for members to utilize any time. The addition of smaller, regional conferences and online training opportunities for our members, who are often working within the constraints of a busy schedule and tight budget would be a definite asset to our organization.

I am excited for the future of MIDTESOL and look forward to working with you as we strive for excellence in education throughout the upcoming year. Please check our annual report on the MIDTESOL website.

Roberta “Birdie” Morgan  
MIDTESOL President



From Left to right:  
Terry Barakat, past President  
Shaeley Santiago, Communications Chair  
Roberta Morgan, President  
Melissa Meisterheim, Vice President

One of the reasons I have decided to attend TESOL 2016 in Baltimore next April is that the opening keynote speaker will be Aziz Abu Sarah, the executive director at the Center for World Religions, Diplomacy, and Conflict Resolution. His talk is entitled *Revolutionizing Education: Building Peace in a Divided World*, in which he will discuss how he transformed from a radical to a peace builder due to education, most specifically in a language classroom. Reading this has also caused me to muse on the huge opportunity and responsibility that we in the English Language Teaching field have in these troubled times when fear and emotions are flaring, leading to some scary rhetoric about “us” and “them”.

Cultivating interest in and understanding of the varied perspectives about societies and their issues in the world is inherent in language teaching. Instructors not only teach the mechanics of a language but also the sociolinguistic elements of when to say what to whom. This fosters awareness raising about one’s own culture as well as the need to slip into another culture’s skin in order to be successful. In ESL situations, learners are often from a variety of backgrounds, so tolerance for differences needs to be nurtured in order to create a comfortable learning environment. Those of us involved in student services and administration, while educating and advocating for the students, constantly navigate the storm of cultures colliding and the need to shatter stereotypes and smooth out misunderstandings on all sides.

*“We are obliged to open doors, build bridges and expand tolerance in our students and in the surrounding community; it’s in the DNA of what we do.”*

- Terry Barakat

***“Be cognizant of the difference we are making in the world one person at a time and take that responsibility seriously. It does matter and it can make an impact!”***

As people who work with internationals, you may feel I am preaching to the choir, and you are correct; that is precisely my point. Even the best hitter in baseball goes to batting practice. Take some time to reflect on our influence. Be cognizant of the difference we are making in the world one person at a time and take that responsibility seriously. It does matter and it can make an impact! No matter what our personal politics or spiritual beliefs are, as educators, I believe we have an obligation to build understanding and respect in the world. Knowledge is power and focusing that power for the inclusion and mutual benefit of all should be our goal. As Elvis Costello (1979) so eloquently put it, “*What’s so funny ’bout peace love & understanding?*”

Peace to all this holiday season-

Terry Barakat  
2015 MIDTESOL Past President



# TESOL 2016

Are you Baltimore bound? If you are MIDTESOL member who will be attending TESOL 2016 in Baltimore this April, join us for our MIDTESOL social event. It's a great opportunity to network, catch up with old friends, and meet new ones. Watch your email and the MIDTESOL website for details.

Don't forget to plan a stop by the Affiliate Table in B'More!



# Reflections on the 2015 MIDTESOL Conference

At about 5:30 pm on October 24<sup>th</sup> as we loaded both of our cars with conference remnants, we both felt a sense of relief that the conference was over and satisfaction that it had been successful. We were fortunate to have excellent attendance (over 350 people), a record number of session proposals (120) that yielded a high-quality program with varied sessions.

The beginning and ending plenaries, in keeping with the conference theme, “The Future is Now: Building New Traditions in TESOL”, served as book ends, reminding us how language teaching has changed, what the innovations are and where new trends are taking us.

Randi Reppen showed us the benefit of using corpora to teach grammar and how to incorporate grammar into all areas of language.

Lia Plakans guided us through assessment and challenged us to examine what we believe to be true about the past. When building new traditions, we must investigate myths and not be afraid to break the mold when data reveals that cherished assumptions have no basis.

When we were putting together the program this summer, we were struck by the variety of interpretations that presenters had of the conference theme. There were many presentations on second language research, classroom action research and experimentation with new classroom techniques. All of these permit us to listen to our students, question what we do as teachers, and thus create new traditions.

Building new traditions cannot happen without taking advantage of new technology. We learned that we can ‘flip’ our classrooms, provide screencast tutorials, use mobile apps to provide language practice, and apply the principles of universal design and assistive technology to assist dual language learners. By taking advantage of education technology, teachers can develop lessons that help students work at their own pace at home and get more teacher guidance during class time.

The MIDTESOL 2015 conference had extraordinary diversity and depth, reflecting the strength of our TESOL affiliate and all the members and presenters who participated this year. We would like to thank all of them, as well as the planning committee and our many volunteers for making this a wonderful conference.

We truly enjoyed helping to coordinate this event, and we look forward to seeing how we continue to grow and build new traditions in Kansas City in 2016.

**Maureen Burke**

**2015 Conference Co-Chair**

**Melissa Meisterheim**

**2015 Conference Co-Chair**

**Vice-President, MIDTESOL**

“All of these permit us to listen to our students, question what we do as teachers, and thus create new traditions.”

# Trending at MIDTESOL 2015:



Follow

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You've been quoted in my #Storify story  
"#MIDTESOL15 Conference - Iowa City"  
[sfy.co/f1APs](http://sfy.co/f1APs)

Storify



# Research in Focus: Action Research by MIDTESOL

## Travel Award Recipients

Each year's MIDTESOL conference brings the chance for educators from around the region to learn from one another and the projects we have been engaged in. The MIDTESOL Travel Award Grant is awarded to two individuals who have done outstanding research. The award supports educator-researchers in an effort to ensure they are able to attend the regional conference to share their contributions to the field.

Below are the 2015 MIDTESOL Travel Award winners, Yuka Sato of Minnesota State University and Zachary Smith of Ottumwa High School accepting their award from the MIDTESOL board at the 2015 Conference in Iowa City.

The articles on the following pages detail the research of each award winner along with their suggestions for applied classroom practice.



# Research in Focus: Action Research by MIDTESOL

## Travel Award Recipients

### BUILD NEW HABITS IN MORE ADVANCED ACADEMIC L2 READING

Yuka Sato

Minnesota State University

Reading is a subjective, receptive, and mostly subconscious comprehensive activity. However, reading *strategies* can control reading processes in order to accomplish second language (L2) reading goals and to develop corresponding reading *skills* (Paris, Wasik, & Turner, 1991). While reading in my first language, Japanese, I never imagined that I might need to control how I read in order to interpret content better or more efficiently. Reading was one of my favorite things to do, and I never found difficulties in doing it. However, when I started reading English academic texts in order to take graduate-level TESL courses at a U.S. university, I faced many challenges. I often had difficulties keeping up with assigned readings due to three reasons. First, the length of each reading unit (e.g., a 20-page textbook chapter or journal article) was too long for me to keep concentration. Sometimes, it took 3-5 days to finish reading a long chapter, and I was not able to remember what I had read earlier. Second, the volume of readings was also challenging. When a couple of readings were assigned from each class, I forgot what I read for which class, and it inhibited my study because I could not clearly remember my critiques and questions during a class discussion. Third, the complexity of both readings and application tasks was also difficult. At the sentence-level, I constantly looked up unknown words, which distracted me from following the meaning of larger text sections. At the structure-level, textbooks and research articles looked intimidating because of their differences from the English texts I used to read in Japan, including English learning textbooks. I also struggled with application tasks such as class discussions, presentations, and research papers. I was not used to such tasks, but also I was unsure how the content of assigned readings could be applied to the given tasks. After facing these challenges, my reading processes slowly began to change due to an awareness of *metacognitive*, *cognitive* and *support* reading strategies as defined by Sheorey and Mokhtari (2001).

I self-reflected on my reading behaviors and referenced Mokhtari and Sheorey's (2002) *Survey of Reading Strategies* (SORS) in order to discover what reading strategies might be the most effective for my current L2 reading ability and preferences. For example, identifying my purpose for reading the text, familiarizing myself with the structure of the text, identifying the genre of the text, reading a title and an abstract or first paragraph in order to know the big picture of the whole text, and reading the conclusion of the text in order to know how the text was concluded before starting to read the text closely are my commonly used L2 reading strategies. In the case of reading for a specific task such as a class discussion, I would compose questions in order to focus on finding answers that I want from the text and check the answers after I read. When reading a journal article for a research paper, I would decide the order of sections to read. A highlighting strategy, indicating where I should read again with color-codes according to themes (e.g., important points of the text, questions, critiques, useful information for future study or research), is my favorite. Each reader should choose reading strategies based on their reading genres and purposes. Hence, this L2 reading process via strategies and skills should be dynamic as opposed to static.

Such reading strategies made it clear what kind of content I was going to read and where I should focus while reading the text. The metacognitive reading strategies changed my reading habits and eventually developed my reading skills. Finding the most effective combination of reading strategies for various academic text genres and reading purposes might help international graduate students develop both strategic and reading skills in academic reading.

#### References

- Mokhtari, K., & Sheorey, R. (2002). Measuring ESL students' awareness of reading strategies. *Journal of Developmental Education*, 25(3), 2-10.
- Paris, S. G., Wasik, B. A., & Turner, J. C. (1991). The development of strategic readers. In R. Barr, M. L. Kamil, P. Mosenthal, & P. D. Pearson (Eds.), *Handbook of reading research* (Vol. 2). (pp. 609-640). New York, NY: Longman.
- Sheorey, R., & Mokhtari, K. (2001). Differences in the metacognitive awareness of reading strategies among native and non-native readers. *System*, 29(4), 431-449. doi:10.1016/S0346-251X(01)00039-2

# Research in Focus: Action Research by MIDTESOL

## Travel Award Recipients

### Using Technology and Collaborating for our EL Students

Zachary Smith

ELL Teacher

Ottumwa High School

Let's face it, we all know that we are supposed to collaborate to make content more accessible for ELs. This is a great idea, but sometimes we are wondering—where does the time consideration come in to be able to collaborate? What are ways that I can collaborate with content teachers? With parents? What are ways I can collaborate with students? This article will share a few ideas, techniques and key points to assisting with ways that we can more effectively collaborate at many levels to make sure that we are serving our EL population properly. I find myself often convincing others why collaboration is necessary. We all have heard the reasons and understand how it is necessary for the success of the EL.

Let's go beyond that and be a bit more specific. It helps to enhance English language support and lessen the language demands for the EL student. For example, when a teacher says, "I hear him speaking English all the time in the hallway, but never in my classroom." This can be solved through collaboration to help break down the barrier for the student to more effectively be learning CALP (Cognitive Academic Language Proficiency academic language) vocabulary words instead of BICS (Basic Interpersonal Communication Skills) vocabulary words. Furthermore, to increase independent productivity skills from ELs. This way we avoid hearing, "He or she just sits in my classroom and does nothing." We can work together to teach this student to use language known to produce measurable output in content classes because a student can't write what he or she can't say. This collaboration will also help to build a net to "catch" ELs when falling. I prefer to break collaboration down into two categories: passive and intrusive. Passive collaboration is providing blanket information to all teachers, support staff, administrators, parents, etc. Examples of this are: sending out the ELP levels of the ELs along with a list of modifications that are appropriate for each level. This is something that is commonly done in buildings. Creating culture backpacks, as explained by Dr. Shelly Fairbairn and Mrs. JonesVo in their Differentiating Instruction and Assessment for English Language Learners: A Guide for K12 Teachers. With these cultural backpacks, I make a handout that literally looks like a backpack for each EL student and include information including but not limited to: age, grade, family background, living situation, cultural background and practices, educational background, language backgrounds, length of time in US, etc. This gives teachers an idea where the student is coming from and goes beyond just labeling him or her as an EL student with a blanket assumption. This backpack helps to "personalize" that student's EL status to other teachers and administrators. Other passive collaboration ideas are video training sessions recorded and sent out to the staff of topics such as strategic group, modifying rubrics, etc. Using Google docs or other sites for fishbowl questions. A passive collaboration is one that is blanket towards a group of teachers or an entire staff, and does not involve individualizing collaborative efforts for each person. The advantages of this is that it allows everyone to be on the same page by allowing each stakeholder to have the same information, skill set, etc. On the other hand, intrusive collaboration is just that. One person is intruding into the space, domain, content, etc. of the other or others.

## Using Technology and Collaborating for our EL Students continued:

For me, it is easier (and by easier I mean less uncomfortable for other teachers, if I start my intrusive collaboration with groups instead of individuals. Therefore, I begin with departments. I will meet with the science department and will ask for one of their department rubrics let's say for lab write-ups in biology. Then, we will as a group, under my guidance, begin to differentiate the assignment and the rubric for each ELP level. While doing this, we will discuss individual scaffolds that can be put in place at each level, too, depending on the student(s). I find that by starting with departments, no teacher feels "pressured" or "attacked" into collaborating or working with you. Then, if you want to be more specific with your collaborative efforts, you use this department meeting as a jumping in point. This doesn't always work, however, to get past the affective filter that other teachers and administrators can put up sometimes, too.

My next step is to "trick" teachers into collaborating with me. Gradual Release of Responsibilities (GRR) works with teachers just as well as it works with students. Next, I will create Google Folders for each department on Google Docs. Teachers can "dump" their rubrics, assignments, assessments, etc. into this folder. Please note: It is not collaboration if you just create these folders, then let teachers file dump, and you spend your every free moment differentiating these documents for teachers. I hope we all understand that this is not acceptable. What I do, however, is I will differentiate the first file that a teacher puts into the folder. This is my version of the "I do" part of the GRR model. I will also leave little comments on the side explaining my reasoning and thought process as I differentiated that document. The next time, I will work with that teacher on differentiating. This may come in a few different ways. I may tell that teacher, I have some questions about that document, can we set up a time to spend about ten minutes talking about it? I may email my questions and we'll have a dialogue back and forth, or we can do it through the google document itself. I then turn this into a collaborative effort to differentiate the document. This is the "We do" portion of the GRR. After that, I tell the teacher, "I am so sorry, but I am swamped with a few other documents, is there any chance you can get the ball rolling on differentiating this document, then I will jump in?" and then you coach that teacher along the way through the Google Document. Then, this moves into the "I do" portion of the GRR. Then, before you know it, you have effectively helped that teacher to become more confident and able to differentiate his or her assessments, assignments and rubrics for ELs without being too intrusive. Just remember, that the goal of this is to empower and train the content teacher to be able to differentiate, instead of just doing this by yourself for the teacher. It is the same concept we use when teaching our students. For parents, a few examples of passive collaboration that I use are getting them involved with the class website, Twitter account, blog, Remind101, etc. These are very simple ways to collaborate and communicate with parents. More intrusive collaborative efforts can include home visits, Zoom meetings, Skype calls, or parent/family nights at school. All of these ideas have been very successful in my teaching experience as long as they are done intentionally and with purpose. This is the key to all collaboration---there needs to be purpose.

If you have any questions, ideas or thoughts regarding collaborative efforts to help ELs succeed, please don't hesitate to contact me. My e-mail address is [zachary.smith@ottumwaschools.com](mailto:zachary.smith@ottumwaschools.com)

# MIDTESOL Membership Survey Results

This fall, MIDTESOL conducted a member survey to inform the strategic planning process as part of the board's ongoing efforts to improve services for members. We had a 25% response rate with over 90 members completing the survey, so thank you for that. The members below who completed the survey were randomly selected to receive a \$10 Amazon gift card.

Imelda Bangun	Eastern Iowa Community College	ELL Coordinator/Instructor
Evan Bell	Missouri S&T	Lecturer
Brooke David	Nebraska Department of Education	Title III Consultant
Stephanie Fuccio	Iowa State University	PhD Candidate and Writing Instructor
Lorraine Gardner	Ozarks Technical Community College	ESL/AEL Instructor
Alexis Gonzalez	Missouri State University	Instructional Staff
Lynette Hosek	University of Kansas	Lecturer
Kelly McClendon	Washburn University	Lecturer/Coordinator, Intensive English
BuuLinh Quach	University of Illinois, Urbana-Champaign	ESL Instructor
Michelle Vargo	Divine Word College	ESL Instructor

The information from this survey will continue to be an area of focus for the board in the coming year. We hope you will begin to see actions taken based on your comments and suggestions

**-Birdie Morgan,  
Mid-TESOL In-Coming President**

While the board is continuing to study the results of the survey and planning ways to address concerns and ideas that were suggested, this article will summarize two main topics from the survey: communication and membership.

Overall, effectiveness of communication was rated high with 79% of respondents giving a rating of 4 or 5 (where 5 equals excellent). The most popular social media account used to connect with MIDTESOL was Facebook (62%) with LinkedIn (26%), Google+ (23%), and Twitter (22%) used at significantly lower rates. Fifteen percent of respondents said they do not use social media to connect with MIDTESOL, preferring means such as email and the website instead. It was interesting to note, though, that 12% indicated they connected with MIDTESOL via three or more forms of social media.

In terms of open-ended suggestions for how to improve the effectiveness of communication, comments tended to fall in one of three areas: frequency, mode, or content. Members had differing opinions about the frequency of communication. Comments were equally split between sending fewer messages and communicating somewhat more frequently. In particular, specific requests were made to send out the call for proposals for conference presentations earlier and to remind people more often. The 2016 Conference Committee is aware of both of these concerns and will respond accordingly.

Questions in the category of membership focused on reasons why people became members of MIDTESOL and benefits of membership. In a ranking of seven main reasons why people joined MIDTESOL, overwhelmingly, the conference and professional development were the top two reasons. In terms of overall rankings, professional development was first. Networking, publications, leadership, advocacy, and social gatherings rounded out the defined reasons. In the category of "Other," people listed opportunities to present, professional identity, and a regional group as reasons that were important for their membership in MIDTESOL.

The most widely used membership benefit was discounted registration for the MIDTESOL conference (77%) with reading *MIDTESOL Matters* closely behind at 71%. Other benefits used by members were social gatherings at conferences (47%) and online access to *The Conference Proceedings of MIDTESOL* journal (40%). Quite a few members indicated they did not know about MIDTESOL's affiliate discount for TESOL membership (didn't know about it - 48%) or searching the membership directory in CVENT (didn't know about it - 35%). Along the same lines, most members said they knew about conference travel awards (75%), MIDTESOL's online member management system (CVENT) (68%), the ESL student essay contest (61%), and MIDTESOL's social media presence (55%). However, the member benefit page in CVENT was not widely known (21%). (Note: You must log in to [CVENT](#) and then click on "MIDTESOL Member Benefits" on the right to access it.)

The open-ended suggestions for improving member benefits reinforced this idea as there were eight specific comments about making the benefits better known in terms of easier to find and featured from time to time in emails, newsletters, and/or on the website. Other suggestions included more content from MIDTESOL such as webinars, informative articles in *MIDTESOL Matters*, and a "Tip of the Week" on topics such as grammar and writing posted on the web or MIDTESOL's Facebook page which the board embraced enthusiastically. Look for it to debut in early 2016.

The information from this survey will continue to be an area of focus for the board in the coming year. We hope you will begin to see actions taken based on your comments and suggestions, starting with the content of this issue of *MIDTESOL Matters*. As always, the board welcomes feedback from membership. If you email [midtesol@gmail.com](mailto:midtesol@gmail.com), one of the officers will respond to you promptly. Finally, a big "thank you" to all who participated in the 2015 survey.

# Follow Us on Facebook, Instagram and Linked In!

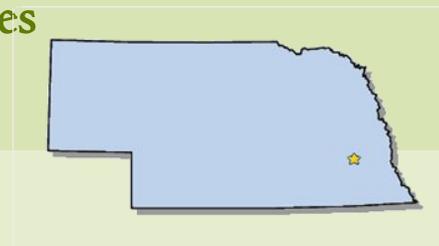
Stay current with all MIDTESOL happenings by checking out midtesol on [Facebook](#), [Instagram](#), and [Linked in](#).

Be sure to tag us in your relevant pictures and tweets!



# State by State Update:

## News from the Representatives



### News From Nebraska, Natalie Baskin, Nebraska state Rep-At-Large

#### **Nebraska Planning 2016 MIDTESOL Conference**

The 2016 MIDTESOL conference planning committee is being led by Vicki Anderson of Concordia College. The goals of the committee include creating a dynamic program that acknowledges the vibrant culture of our new conference home (Kansas City) and having strong K-12 representation. A survey is in the works that will be dispersed to MIDTESOL members to determine what the areas of interest are and use that information to create a meaningful conference that people will be willing to travel-sometimes extensively-to attend.

#### **Nebraska Adopts New English Language Proficiency Standards**

Nebraska adopted new English Language Proficiency (ELP) Standards in December, 2013. The new standards, to be fully implemented in the 2015-2016 school year, are consistent with college-and-career ready standards and focus on both language development and access to content knowledge.

#### **Nebraska to Implement New ELPA21 Assessment**

Nebraska was recently part of a state consortium (including Arkansas, Iowa, Louisiana, Nebraska, Ohio, Oregon, South Carolina, Washington, and West Virginia) that developed a new ELL assessment. The ELPA21 (English Language Proficiency Assessment for the 21st Century) will be used this spring to assess all ELL students in the state. It measures student proficiency in reading, writing, listening, and speaking and is based on the new ELP standards.

#### **Nebraska Member-at-Large Update**

Since the reintroduction of Nebraska to MIDTESOL and my appointment to the position of Nebraska Member-at-Large, I have been working on ways to reach out to the ESL teaching and learning communities in the state. One of my interests is in introducing/reintroducing MIDTESOL to those with potentially few resources or support networks in western part of Nebraska who could be served by having a connection to our organization. Even more specifically, I am thinking of ways to more successfully integrate the Nebraska K-12 ELL network into MIDTESOL, as I have learned that their interests are occasionally underrepresented by our organization and at our conferences.

This is in large part why I asked to be part of the MIDTESOL Steering Committee: To work on finding ways to bring these underserved communities into the fold and hone in on ways that our organization can be relevant and useful to them.

### News From all of our States

#### **Volunteerism's Connection to Professional Affiliation**

The Corporation for National and Community Service (CNCS), provides an analysis of volunteerism and civic engagement across the United States. Missouri, Iowa, Nebraska and Kansas share similar characteristics, as per the 2014 data.

According to CNCS researchers, there are multiple reasons for volunteering: evidence shows that volunteerism is a pathway to employment, it is beneficial to health, and promotes a supportive civic life. A new trend connects volunteerism with options for meaningful travel opportunities. Common functional volunteer activities include fund-raising; collecting, distributing or serving food; providing transportation; tutoring, teaching, and mentoring.

(<http://www.volunteeringinamerica.gov/research.cfm#Benefits> of Volunteering and Participation in Civic Life, 2015)

State rankings are available at: <http://www.volunteeringinamerica.gov/>

<http://www.volunteeringinamerica.gov/>

## Interested in Tech? K-12? Higher ED?

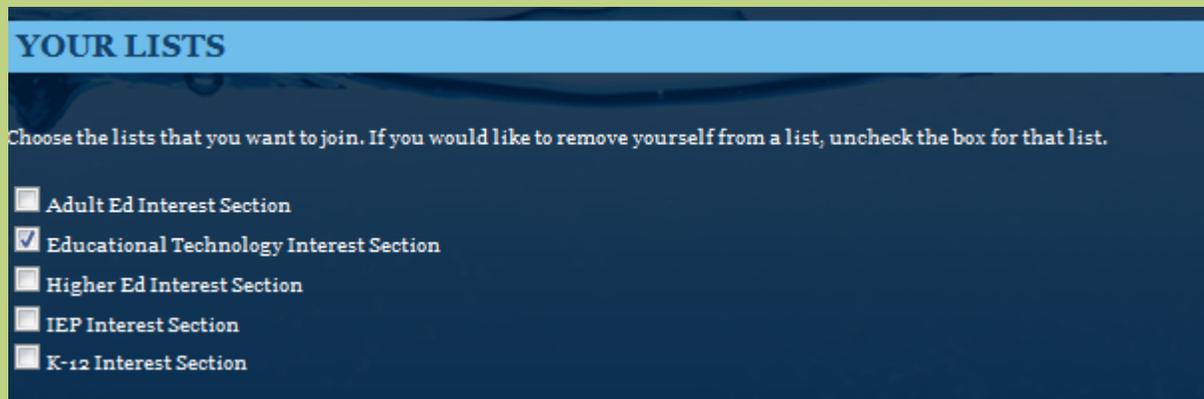
Here's what to do:

Edit your profile setting in your membership file at

<http://bit.ly/Cventmember>



Choose the Interest Section(s) you feel passionate about

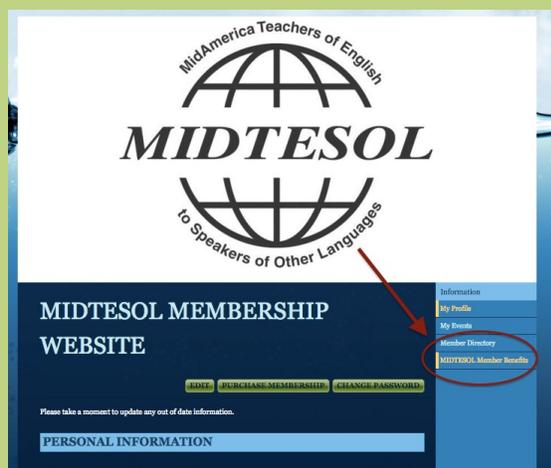
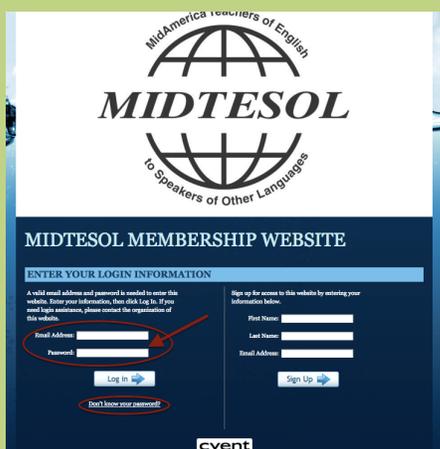
A screenshot of the "YOUR LISTS" section of the website. The section has a light blue header with the text "YOUR LISTS" in white, uppercase letters. Below the header, there is a dark blue background with white text: "Choose the lists that you want to join. If you would like to remove yourself from a list, uncheck the box for that list." Below this text is a list of five interest sections, each with a checkbox:

- Adult Ed Interest Section
- Educational Technology Interest Section
- Higher Ed Interest Section
- IEP Interest Section
- K-12 Interest Section

Share your projects and ideas with like-minded professionals. Let's talk.

# MIDTESOL's Membership Benefits Through CVENT

In an effort to improve communication and management of membership records and conference registration, we are continuing to use CVENT. To access your account information, login via the [Membership page](#) using your email address and password (see picture). Once logged in, you have access to the MIDTESOL Member Benefits page by clicking the link on the right. You can also update your Profile info including Interest Section(s).



Major benefits of this system include:

- Puts your membership and registration information at your fingertips. You have access to your membership history.
- The system will remind you when it's time to renew!
- You can see a record of each conference you attended starting from October 2013, including workshop sessions.
- Access a page highlighting member benefits such as MIDTESOL publications and a code for TESOL discounted membership.
- Search the MIDTESOL member directory.



# Announcement From the Board:

MIDTESOL would like to recognize the contributions of our members to the association of which we are an affiliate, TESOL International. We will be posting this information on our website in honor of TESOL's 50th anniversary celebration in 2016 and would ask that any MIDTESOL member who has presented, been published, volunteered, or otherwise served TESOL in a leadership capacity since TESOL's inception please fill out the following [survey](http://goo.gl/forms/q2VwWPNxdT) (<http://goo.gl/forms/q2VwWPNxdT>).



## About our Organization

MIDTESOL is a professional organization, an affiliate of International TESOL, whose goal is to support teachers and enhance the teaching of English to Speakers of Other Languages.

MIDTESOL Matters is a quarterly publication and is distributed to subscribers and dues-paying members of MIDTESOL. Articles, Teaching Tips, and Reviews are welcome from all members. The editor reserves the right to edit for space, clarity, or editorial balance. Materials published in MIDTESOL Matters become the property of MIDTESOL and could be shared with other TESOL affiliate organizations.

Expressed opinions do not necessarily reflect the views of MIDTESOL, TESOL, or the MIDTESOL Executive Board.

## Our Mission

The mission of Mid-America Teachers of English to Speakers of Other Languages is to foster excellence in English language learning in Iowa, Kansas, Missouri, and Nebraska to people whose native language is a language other than English while respecting their individual language rights. (stayed the same) As a regional affiliate of TESOL and a professional organization, MIDTESOL:

- Supports those involved with English language teaching, teacher education, administration and management, curriculum and materials design, and research
- Provides leadership and direction through the dissemination and exchange of information and resources
- Encourages access to the standards for English language instruction, professional preparation, and employment