Meet SSTESOL Educator of the Quarter, Ms. Claris C. Williams from Palm Beach TESOL Chapter
Nominated by Dr. Shannon Solis, President of Palm Beach SSTESOL Chapter

Claris C. Williams has been working as an English for Speakers of Other Languages (ESOL) educator for 17 years, starting her career at Zimbabwe International School in Johannesburg, South Africa. She then moved to Pilgrim’s Rest International School, also in South Africa, where she taught for 7 years. Claris has been an English teacher in the Palm Beach area for 4 years and is currently the ESOL Director at South County Middle School.

Meet the 2020-2021 SSTESOL Board of Directors

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Congratulations!

Featuring: Palm Beach SSTESOL Local Chapter
Languages (ESOL) adult educator with Palm Beach County Adult and Community Education (ACE) for a little more than 3 years. She teaches the mid and upper levels at Indian Pine Elementary School during the day and at Lantana Middle at night.

Mrs. Williams transitioned to the field of adult education after working in the legal environment for over twenty-five years and tutoring privately for several years. Prior to that, she taught Social Studies and Life Skills on the island of Jamaica.

She received a Bachelor’s degree in Business Administration degree from the Bernard M. Baruch College of the City University of New York (CUNY) and a Master’s Degree in Adult Education from Strayer University.

As a former director for the Education Ministry at her church, she has sponsored and organized several educational seminars and events.

Dr. Shannon Solis, President

Palm Beach TESOL (PBTESOL) is an organization for all ESL (English as a Second Language) professionals in Palm Beach County and nearby counties, promoting professional development, networking and leadership. We are a local chapter of Sunshine State TESOL. In order to accomplish our professional development goals, PBTESOL offers yearlong professional development opportunities including a mini-conference. These learning opportunities showcase best practices and are facilitated by PBTESOL members. Our ongoing commitment to our community is reflected in the activities that we implement at various school sites across our school district. Our Community Literacy Reading Project fosters a love of reading in students from as early as pre-K through high school. Palm Beach TESOL also organizes Reading Runs in the Family. This project involves students and parents with the goal of fostering a love of reading in families. To learn more about Palm Beach TESOL, please visit us at [https://sites.google.com/view/palmbeachtesol](https://sites.google.com/view/palmbeachtesol)

Photo on Left: Palm Beach TESOL Community Projects

Below: Community Projects hosted by Palm Beach TESOL

A Day of Action with Three SSTESOL
Members at the 2020 TESOL International Virtual Advocacy and Policy Summit
June 22-24, 2020

I (Arlene) consider the Annual TESOL Policy and Advocacy Summit as a conduit for motivating me as a leader in SSTESOL’s advocacy work in order to focus on issues of importance to English language learners, their families and our profession. Each year, I learn valuable, new information that helps strengthen my advocacy efforts as SSTESOL President and Advocacy Liaison. In addition, the 2020 Summit was an opportunity to develop advocacy and leadership skills of SSTESOL members, especially Andrea and Carla, who were my mentees in the field of advocacy. We became a team that conceived the idea of SSTESOL’s Leadership and Mentorship Program. As new advocates, in order to prepare them for the Summit, I provided an orientation session and guidance of what to expect. As new advocates, I reminded them of their responsibilities to SSTESOL as affiliate’s representatives.

Andrea wrote, “The 2020 TESOL Virtual Advocacy & Policy Summit guided me to critically reflect and understand that we are in a situation where changes and commitment are necessary to transform our reality. Attending this Summit for the first time made me more aware of what I am doing well in terms of advocacy in my classroom (e.g., telling students about their rights, supporting their learning through multilingual learning materials and resources; partnering with non-profit organizations and academic institutions in service-learning/digital service-learning projects, and publishing/presenting on ways to empower students and creating an equitable learning environment). This Summit also provided action items in terms of serving as a resource for legislators about issues relevant to my adult learners and teachers and learning more about current legislative priorities. I come from a country that used to be a communist regime so interacting with legislators was never encouraged. I believe that it is my responsibility to develop expertise in advocacy in my field (adult education) and work context (nonprofit). Finally, even though teachers have not received advocacy training they are experts in their field and can serve as the best advocates for their students. This Summit has helped to develop this critical awareness in me. I hope to be able to empower other stakeholders to engage in advocacy by engaging in more advocacy initiatives and informing others on how they can engage in advocacy.”

Carla wrote, "I propose the following plan to engage in personal, professional, and political advocacy. In addition, I have included both the possible obstacles to meeting my advocacy goals.

I am going to create a presentation for my own work context for my colleagues in ESOL and Migrant Education, along with my students in the College of Education, using materials from both Roger Rosenthal’s and Supreet Anand’s..."
slides. Rosenthal connected legal rights of ELs to district programs and policy; Anand has opportunity gap slides from OELA that further bolster awareness of the inequities that our ELs face due to language being viewed as a deficit. I also plan to reach out to more professors in the COE this fall and invite them to participate in advocacy training activities, such as an SSTESOL regional advocacy summit which we discussed in our group. As we learned from the presenters, advocacy starts in the classroom and then expands to advocating for our professional beliefs and values to inform policy. We need to be represented on government committees and panels. Potential Obstacles: Lack of local expertise in this area; lack of proposals submitted to this strand for our annual chapter conference. Resources Needed: Recruit a faculty member and/or Arlene and Andrea to facilitate."

Overall, we (Andrea, Carla and I), and all of the participants concluded that this year's first-ever Virtual Advocacy and Policy Summit was a very positive and motivating experience, with lots of advocacy work left to be done.

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**You are Invited!**
Register. Attend. Learn

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SSTESOL'S FIRST EVER VIRTUAL ANNUAL CONFERENCE NOVEMBER 13, 14 & 15TH

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**30 YEARS CONSENT DEGREE**

**VIRTUAL SSTESOL ANNUAL CONFERENCE**
14 & 15 NOVEMBER, 2020

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**For more information on the SSTESOL Virtual Annual Conference visit** [https://sunshinestatetesol.wildapricot.org/](https://sunshinestatetesol.wildapricot.org/)