

# Dakota TESL

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*Preparing ELL students for 21st century*

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## *Be a Reflective Educator with a Caring Heart!!!!*

*Last November, Dakota TESL cooperating with University of Minnesota Moorhead held a tremendously successful conference on the SIOP training in Fargo, ND. The main speaker, Mary Vogt, is one of the founders of this great instructional method which resonates the message to all teachers that ELL students should be included in a regular mainstream classroom, or a sheltered English classroom where a highly qualified teacher or teachers should reach each student with targeted meaningful instructions, meeting all of the components of the SIOP instructional method. Our speaker was dynamic, knowledgeable, and intuitive, so she kept the audience consisting of 150 regular and ELL teachers absorbing every bit of advice she gave them. Mary Voigt kudos to you for fully engaging so many regular education teachers who came to this conference with a suspicious question: "Can we really do this?"*

*Even though our main speaker was awesome and definitely taught us a lot, I think the best part of the conference was the learning groups of teachers who met with a facilitator after every session and discussed and learned each of the SIOP components. I know this was a very daring concept to set up for a big conference, but the main goal of the conference was active participating and learning how to implement the components of the SIOP in an every day routine in our classrooms starting with kindergarten and all the way to adult education. Many educators grudgingly and suspiciously joined the learning groups, but the whole point of the SIOP is for teachers to be active learners themselves by reflecting each day on what they have done, what they do, and what will be done after the reflection and evaluation process of each lesson.*

*I think some of us often forget in the whirl of our busy day that we should sit down, constructively look back at our day, and reflect on what we have done. When I say this I don't think you should just put the whole day into two columns-went well or went bad- but instead write down the components of your lesson or instruction that worked and made students sparkle, and be an honest judge when you analyze the steps that didn't go well. We all believe that the best practice in teaching is to be a reflective educator. To be a reflective, constructive, and effective educator you must:*

- *Be honest with yourself and admit your weaknesses, and allow your*



strengths to build on your weaknesses; see the pattern of mistakes made

- Talk to your co-workers seeking specific productive and constructive advice that you could put to work; there are so many wonderful educators who have the same goal as you and they need someone to talk to and share their ideas

- Never assume anything with your ELL students because what sounds ordinary and simple to you might be totally strange to them; make a list of all of the assumptions either you have made or you have heard about, it can come in handy even after fifteen years of teaching ELLs.

- Rely on your data. I have learned when struggling to figure out why my students are not progressing in a certain domain to look at the formal and informal assessment results to find the missing link. When you dig into the data you start finding many logical answers explaining some of your failed or successful outcomes. In addition to these reasons, the rich data speaks to your administrators and legislators and persuades them to take note!

- As a reflective teacher, after a very challenging day with many behavior outbursts and unsuccessfully delivered lessons, you should never hold a grudge or close the door to the hope for a better tomorrow. Whatever happens in your classroom you should be standing cheerful and excited the following morning at your door, greeting the students, and telling them that once again they will have a day filled with exciting challenges and successful learning.

- Reflect on your professional competency and self-initiate learning more about topics and methods that you know little about or feel insecure about when teaching. Do not blame administrators for not giving you more opportunities for PD; create your own and invest in your own professional bank account from which your students can draw from and benefit, too.

- Join professional organization in your town, district, or state; or simply become an active committee member on one of your school wide committees. Networking with other educators and spreading the word of knowledge is always a good thing to do as a reflective teacher.

- Lastly, be a reflective teacher and citizen of your community by accepting challenges of your trade with a big heart and infinite passion, believing that YOU actually make a difference every day.

Bottom line, we do not have the choice to be reflective and effective educators because the students who come through our door are here to make their dreams come true and we have to be there for them every step of their journey to success.

*Ivona Todorovic  
Dakota TESL President &  
ELL teacher  
Red River High School*

## NORTH DAKOTA AND SOUTH DAKOTA TEACHERS OF ENGLISH AS A SECOND LANGUAGE

Dakota TESL's mission is to provide professional development and networking opportunities to ESL/ELL teachers so they, in turn, can better meet the needs of the students they serve.

Dakota TESL member benefits include:

- Updates on TESL in the Dakotas and teaching ideas in the annual newsletter
- Information on the annual conference
- Ways to connect with others in your field

- The opportunity to contribute to the field as a board member

For more information, check out the website at [www.dakotatesl.com](http://www.dakotatesl.com).

# Dakota TESL Welcomes You

# USING SIOP IN THE ELL CLASSROOM: SIOP IN SHAKESPEARIAN ACTION!!!!!!

By *Ivona Todorovic*

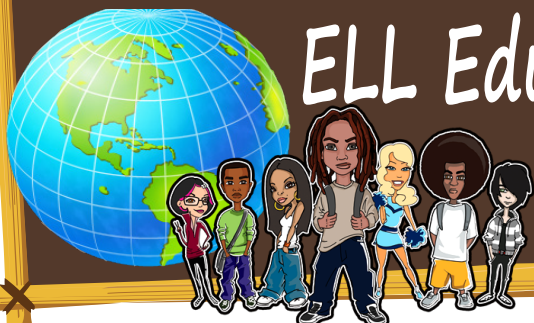
Last month my ELL Practicum student Dakota Breen, regular English teacher Sara Tuscherer, and I sat down to plan a unit on Hamlet for the sheltered English class that Sara and I co-teach. We broke down the days of instruction and brainstormed all content and language objectives that would help us teach the new concepts, reading strategies and vocabulary while reading William Shakespeare's play, Hamlet. We worked as a team together and created each lesson incorporating all SIOP components starting with building background knowledge, comprehensible input, and strategies to all the way to practice and application, lesson delivery, and assessments. Our favorite was practice and application because we came up with very creative activities to fulfill some of our content objectives regarding character analysis and plot. Here are some of the activities that actually made Hamlet relevant to our students:

**Character Facebook Profile:** Each student had the task of choosing a character from the play and making his or her Facebook Profile. Ms. Breen designed a graphic organizer for gathering information and also demonstrated the activity to the students before handing them the task of creating the facebook profile of their chosen character. They had to draw a sketch of their character, come up with a motto, personal information, and a posting. Then they went around the room and found different characters and asked them to post or sound off on their profile page. The students were so engaged in this activity, learning so much from each other and showing what they knew about the character.

**Frozen Moments:** I personally think that this was my favorite activity. The class was divided into six groups and each group needed to act out silently the chosen Act and Scene from the play. They got together and quietly discussed what they would do in

order to capture the most important events in their Act. Each group needed to keep their event a secret since they would have the rest of the class guess the scene when the group performed the "frozen moment." So, each group divided the characters, chose the scene, and acted out their frozen moment in front of the class. The classmates had a good time guessing the act and scene and upon a successful guess, I touched each character in the frozen moment to come to life and say something about his or her character. The students showed their understanding of the plot and characters through this activity. They had plenty of interaction and opportunities to talk and be heard. It was a very successful activity; the only problem we had was the dead King Hamlet. He had a hard time "thawing" because the student acting as him thought that dead people can't come to life. He needed to have probably three taps on the shoulder to wake up from the dead and say a little bit about his character. The class laughed so hard that their laughter continues to resonate in my ears telling me how successful SIOP can be!

**Newspaper Article:** Our co-teaching team decided instead of having the students write an essay on an assigned thesis/topic, we would instead have them write a newspaper article reporting on one of the tragic deaths in Ellsinore Castle. We taught them a few mini-lessons on news articles and 5W's. After that, we explored the author's point of view and demonstrated for students how to write an article on Hamlet. We brought many different newspaper articles for them to read and find the 5W's, as well as to decided from what point of view the articles were written. The students got a writing rubric with an explanation of expectations and points. They had so much fun writing a newspaper article reporting on tragedies in Ellsinore. We published them all in Hamlet's Gazette. What an amazing way to encourage the students to synthesis and analyze what they knew about the play through writing juicy murder reports from Hamlet.



# ELL Education of Migrant Students in North Dakota

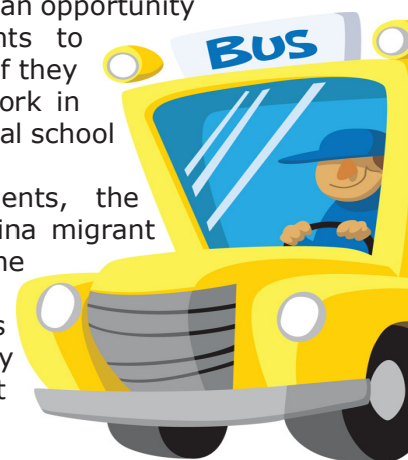
By **Karen Midgarden**

**M**igrant students comprise the majority of ELL students in Walsh and Pembina Counties of northeastern North Dakota. The children of agricultural laborers who originally came to the area to work in potatoes and sugar beets, these students travel seasonally between North Dakota and Texas and/or the border towns of Mexico. The typical Walsh/Pembina migratory students attend K-12 school in September, October, April and May. There is usually lower attendance in the spring months because some families choose to finish the school year in the south; the enrollment during the harvest months is highest. The North Dakota Department of Public Instruction (DPI) website defines a migratory agricultural worker as "...a person who, in the preceding 36 months, has moved from one school district to another, or from one administrative area to another within a state that is comprised of a single school district, in order to obtain temporary or seasonal employment in agricultural activities...". Most K-12 schools operate on a nine month schedule from late August to late May which means that migrant children suffer constant interruptions to their education due to travel time, housing searches and problems related to the poverty in which most migrant families live. Academic frustration eventually leads many migrant students to drop out of school and subsequently fail to find adequate employment which would enable them to escape the cycle of poverty in which they have grown up. The North Dakota Migrant Education Program, led by DPI's Sandy Peterson, provides summer school for migrant children in Grafton and Manvel.

**A**ccording to a recent needs survey cited on the DPI website, North Dakota's migrant students face three main barriers to retention and graduation:

- Low reading skills
- Low school attendance related to the need to work with the family

- Lack of English language proficiency
- The survey also asked respondents to identify math and reading skills seen as most critical for secondary students. They were:
  - Reading-comprehension and vocabulary skills
  - Math-number sense and operations
- I currently provide ELL services for the Park River, Valley-Edinburg, Cavalier, North Border (Walhalla, Neche, and Pembina), St. Thomas, Drayton and Hatton school districts. In three years at this position, my yearly caseload is between 130 to 150 students. About 2/3 of the students are seasonal, with two of the small schools where I work virtually doubling in population in the fall. I previously taught ESL in a two-room rural K-8 school and in the adult learning center of the area vo-tech. The following are my random personal observations about changes in ELL education serving Walsh/Pembina migrant students over the past (many) years:
  - More families now choose to stay all year if they can obtain employment in agriculture or other industries-for example, Marvin Windows in Grafton provides many jobs.
  - When families stay year-round, more ELL students graduate and participate in extra-curricular activities in high school.
  - As more ELL students graduate from high school, increasing numbers of ELL students enroll in post-secondary education.
  - Summer school provides an opportunity for high school students to catch up on coursework if they have to be absent to work in the fields during traditional school hours.
  - Unlike most ELL students, the majority of Walsh/Pembina migrant students were born in the United States.
  - Migrant ELL students come to school already at least somewhat





familiar with the culture and language of the United States.

- By the time they reach secondary school, most migrant ELL students speak adequate 'social' English, but struggle with academic English.
- Because many migrant students return to the same North Dakota schools year after year, there is some degree of educational continuity.
- ELL migrant students enrolled in tiny rural schools expand their English skills more rapidly because there is a smaller peer group with whom to communicate in the first language.
- The WIDA testing times in February and March don't work for migrant students. May 2011 marks the beginning of a second ACCESS testing window serving this population.
- The Texas/Mexico border conflicts negatively impact the lives of our students increasingly each year to the degree that some now

express fear about returning south for the winter.

- Because tiny rural towns provide access to affordable, available housing due to rapidly declining population, more migrant families purchase North Dakota homes reducing absences due to housing searches.
- There is a difference between formal Spanish and Tex-Mex Spanish.
- It should not be assumed that parents of ELL students (or the students themselves) are literate in the first language.
- It should not be assumed that all migratory workers are Hispanic. Last year, the children of South African agricultural workers enrolled in two of my districts and became ELL program participants.

It's a pleasure to work with this unique, interesting ELL group.



# What's Happening in our corner of the state?

By **LeeAnne Tracy**

I am a Spanish teacher with an ELL endorsement. Our district's ELL population has grown tremendously since I entered the field four years ago from one to 21, not including those on academic monitoring. Williston is a rural, and I feel, isolated area, near the Montana and Canadian borders, with many smaller communities in our northwest North Dakota corner.

You may have heard we are experiencing an oil boom, but I prefer to call it an explosion.

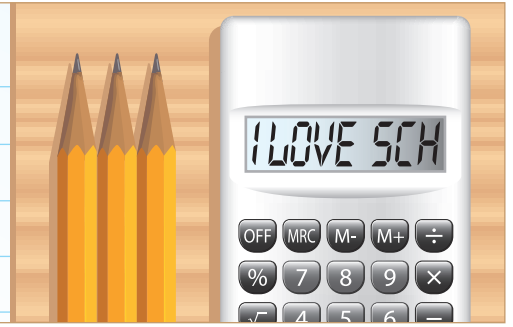
We have no housing available for the increasing number of people coming into our community. Rent and real estate prices are ridiculous and I have heard the cost of living is high. Many families and individuals live in campers, double up, or move into smaller, surrounding communities which also have limited housing.



This increase in population has increased the number of ELLs in our small community schools with no ELL instructors. I have been working with some of these schools to help serve their students, however the job is more than I can handle since I already work full-time and have responsibilities to my own district. I feel this area needs a full-time ELL instructor to serve these smaller schools and I will be encouraging the consortium to hire an instructor.



# SOMETHING INTERESTING AND AWESOME HAPPENING AT OUR SCHOOLS



**R**uth Obaka teaches vocabulary to beginning ESL students in the Introduction to Commercial Housekeeping Course.

**J**ob Developer, Jeff Iverson, and ESL Instructor, Carol Hudson team teach Introduction to Customer Service for Intermediate and Advanced ESL Students

**C**arol and Jillane team teach the Food Service Training Course to Beginning and Intermediate ESL Students

education program, for example, instruction is provided with specific goals in mind:

- Improved integration and functioning in the community
- Better involvement in our children's education
- Obtaining a job or a better job
- Becoming an American citizen
- Building skills for higher education

**S**ome ESL courses are designed to meet multiple needs (EGP – English for General Purposes) while others are designed to make learners experts in one area of employment (ESP).

At the LSS Refugee and Immigration Center, the education staff and employment staff work together to identify employment opportunities and specific employer needs. Then we develop appropriate and practical ESP courses that meet the needs of the refugees and immigrants in our community whose goal it is to obtain employment.

**E**SL students with specific occupational goals are served with focused classes on a quarterly basis to meet their needs through ESP or workplace English coursework. Our program calls these course offerings STEP (Skills That Employ People) Courses.

**O**ur current ESP/STEP Courses include:

- Introduction to Patient Care
- Introduction to Commercial Housekeeping
- Introduction to Commercial Food Service
- Introduction to Customer Service
- Job Interview Skills
- Workplace Technology

**D**uring the past year, 210 adult learners from our community participated in these ESP courses at our center. English for Specific Purposes instruction provides language learners with the specific content knowledge they need to accomplish their goals for employment and job advancement in our community. It has been exciting to combine the expertise of employment specialists and ESL professionals to meet the specific needs of the

## What does ESP have to do with ESL?



**New Curriculum Development at the Lutheran  
Social Services Refugee and Immigration Center**

By **Laura Smith-Hill**, LSS RIC Education Programs Coordinator

**W**hat does ESP have to do with ESL? Great ESL instructors do use intuitive powers to communicate with language learners, but I am writing about a different kind of ESP!

ESP – English for Specific Purposes – is an area of Teaching English to Speakers of Other Languages involving the instruction of restricted vocabulary and grammatical functions with a particular purpose in mind, especially in regards to employment training.

**A**ctually, any kind of ESL instruction is for a “specific purpose.” The alternative would be TENAR – Teaching English for No Apparent Reason! (The credit for this explanation goes to Charles Hall during his TESOL webinar last year.)

Our aim as TESOL professionals (ESL and ELL alike) is to teach English with a purpose rather than use the TENAR method! In our adult edu-

students we serve.

English language instruction is pivotal to the lives of our students and ESP can play a powerful role in our instruction to adult English language learners.



## The Introduction to Commercial Housekeeping Course – A Photographic Journal

Ruth Obaka provides instruction on vocabulary.

Ruth uses the Total Physical Response method to teach English language involved with making the bed.

Students respond to instructions, "Put the pillowcase on the pillow."

"Put the blanket on the bed."

**The final product: proud students and a tired teacher!**

# Celebrating Our Cultures



By **Ione Seidlinger**

April 15, 2011 might be thought of as "tax day" for most of you around the United States, but in Grand Forks, North Dakota it will now be thought of as the day cultures from all over the world were introduced to our city during the Grand Forks Public Schools ELL Celebrating Our Cultures event. Through a grant the Century Elementary, South Middle School, and Red River High School ELL students of the Grand Forks Public Schools District were able to perform music, dance, share food, culture, and

customs indigenous to their countries, as well as host presentations about their countries. We were well represented with food, performances, and presentations from Somali, Iraq, Nepal/Bhutan, China, Liberia, Burundi, Mexico, Ethiopia, Bosnia, and Native Americans.

The event started off with numerous planning meetings by the teachers, staff, administration, New Americans, Global Friends, and Lutheran Social Services personnel. Food, entertainment, raffle prizes, bussing of students and parents, decorations, and presentations all had to be planned. Committees were formed and the daunting task of putting together a community wide celebration and education of cultures was on the way to becoming a successful first annual multi-cultural event that is expected to grow more each year. The feedback from the community was entirely positive, encouraging, and grateful for the chance to be immersed in the cultures of the new Americans in our city.



The elementary, middle school, and high school students performed ethnic music and dancing from their countries while the community feasted on an array of foods from the students' native countries. Numerous people returned for second helpings of the fine cuisine after their first sampling of the delicious foods. The high school girls from Nepal, Iraq, Mexico, and China spent two days long into the night preparing their ethnic foods. Practices for the performances were intense, with everyone wanting their performance to be perfect. The long hours were evident, as their performances all appeared to be perfect and delighted the audience. The technical sound production was managed by volunteer native speaking students and could not have been handled more professionally. The evening would not have been as seamlessly accomplished without the plethora of volunteer native speakers from Red River High School and the University of North Dakota volunteering without question in



any aspect of the event they were asked to assist with.

Celebrating Our Cultures was truly an evening that brought our Grand Forks community together. The evening culminated with parents joining their children on the stage for “the last dance”. The pride and enthusiasm exhibited by the ELL students and their parents during the evening and the response by the native speaking community was remarkable. Much of the time parents of the ELL students do not attend functions due to feeling uncomfortable or inadequate in the school setting. Everyone in attendance interacted, relaxed, enjoyed the ambiance of the celebration and asked when the next event would be. Planning will begin once school has resumed in the fall.



By *Ione Seidlinger*

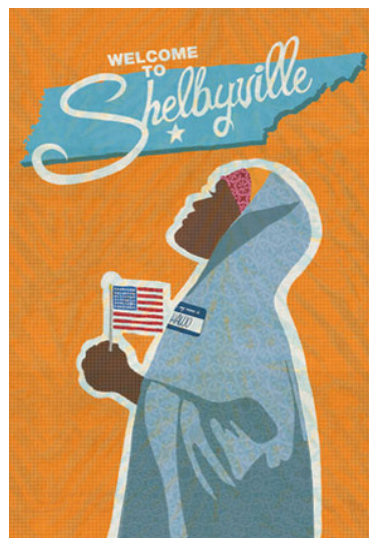
Grand Forks, North Dakota was fortunate to be chosen as a viewing site for the film, “Welcome to Shelbyville”. After much labor on the part of the city government, Grand Forks was delegated as one of the venues to showcase the film. The screening was made possible by a grant that the city wisely used to enlighten and educate the Grand Forks population about immigrants and their contributions to a community. The presentation of the film drew a large, diverse crowd from teachers, business owners, attorneys, law enforcement, clergy, students, immigrants, and others too numerous to the Empire Theatre in downtown Grand Forks.

For those of you unfamiliar with this film, it focuses on the community of Shelbyville, Tennessee. Shelbyville has drawn a large group of Somali immigrants who are resettling in the United States after leaving their war

torn country and entering our peaceful nation. Shelbyville, an almost all white population, is having difficulties “accepting” these new people who look different than most of them and do not speak English well. Miss Rosa, the ELL teacher for Adult Education, begins to plan ways to incorporate the Somalis into the community and slowly but surely introduces them to the town and shows the townspeople what the Somalis are contributing to society in their municipality. Shelbyville is the home of the Tyson chicken processing facility, where chicken is butchered, processed, packaged, and made ready for selling to the public. It involves work that many residents are not willing to do, as you can imagine, but there are many Somali people who work here, glad to have a job and be able to support their families.

When the documentary ended, the floor was opened to discussion. This brought a vast array of comments, questions, and feelings into the forefront. Grand Forks, a predominately white populace like Shelbyville, has had a large influx of Somalis, as well as Bhutanese/Nepalis, into our city. Questions such as who pays for the immigrants to come to the United States, will they ruin our country with their fighting as they ruined theirs, how much do they cost us in welfare payments, are they taking our jobs away, why don't they leave their language behind and speak English, and why don't they dress like Americans were angrily asked by those opposed to having the immigrants in Grand Forks. On the other side, those who were welcoming to the new citizens of our city, were quick to point out the benefits we receive from having them in our community, such as the businesses they have started, a rich culture we can learn about and from, and that most immigrants are learning English or spoke it before entering the United States, and that most are employed and only receive assistance for a few months. Many of the immigrants spoke about themselves, stated that they came to our great nation for a better life, just as the ancestors of the citizens of Grand Forks had, asked that people get to know them before making judgments about them, and added they had felt welcomed by most people in the community.

The evening ended with a reception of a wonderful variety of appetizers and beverages that were shared by all and allowed time for





interaction between everyone attending. The consensus of the gathering was that it was an informative event, there remained educating to be done, and acceptance would be forthcoming.



By *Silke Hansen*

"Teacher, I need to farm." One of my Sudanese students came up to me after class one day with a very serious expression on his face. "What do you mean? You need cows and goats?" He laughed. "No, teacher, I need tomatoes and beans." "Oh, you mean you need to garden." "Yes, teacher, I need to garden like in my country." And that's when the idea of refugee gardening was born.

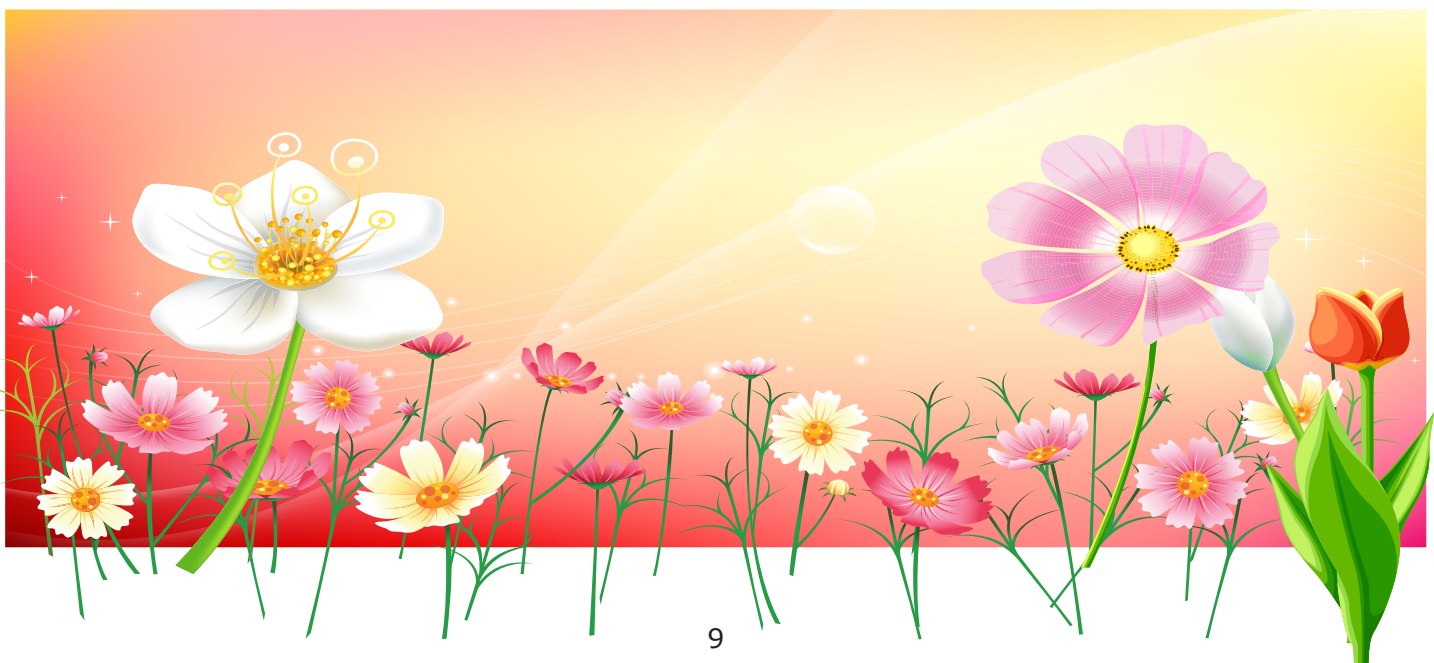
**I** have had my own community garden plot for the past three summers. I garden because I love to dig in the dirt, I love the smell of the soil, I love to watch the seedlings grow into a variety of vegetables that I can then give to my friends and eat myself. It is a wonderfully relaxing summer activity. In their native countries, many of my students also had gardens, huge gardens compared to my tiny plot. They had gardens so they could live and eat. They had a strong con-

nection to the soil under their feet. Their gardens were their livelihood. And they wanted to garden again, right here in their new home, in Sioux Falls, South Dakota, in the middle of the city.

**I** thought, why not? Let's try and see what happens. I contacted the lady who manages the gardens. She was very excited about the idea and so very helpful in getting us started. So I selected a group of 5, we filled out applications and hand-delivered them to the local parks and recreation department on the first day applications for the community garden plots were accepted. Then we waited. These plots are very sought after. I told my group that they probably need to share in the first year and hopefully we will get more plots next year.

**T**hey are so excited. They don't mind sharing, it's not a new concept to them. Just as long as they get to garden. And the group received their plot assignments: 3 plots in 2 different locations this summer. We have already had the first meeting about gardening in America. They have selected what they want to plant and what foods they will cook with their first American crop. Now we have to wait again until the plots are ready for planting in May.

**W**e have had so much support to get this project started. One of our teachers is donating horse manure to fertilize – we just have to go and get it. Another teacher's brand-new church has taken us on as their first service project and is donating garden tools and fencing. Thank you, Beth and Marge!  
Watch for an update with pictures in the next newsletter.



# A TEACHING HUTTERITE STUDENTS

by **Daniel Flyger**

**I**sometimes wonder if I haven't learned more than my students. I have an appreciation for their culture and I really have been fascinated with the Hutterisch language. For the past twenty years I've extensively studied where many of the Hutterisch words came from.

**M**any people mistakenly believe that the Hutterites speak German. That in part is because when the Hutterites speak in their language they refer to it as German. In truth, the language should be called Hutterisch as the Hutterites are the only people in the world who speak it. It's a fascinating combination of three totally unrelated language groups: Germanic, Romanian, and Slavic.

**I**n the seventeenth and eighteenth centuries the Hutterites wandered all around Eastern Europe. They picked up a few words in every country that they wandered through. The basis of their language is a Tyrolean German dialect, and to that they've added Russian, Ukrainian, Romanian, Hungarian, and English words.

**T**eaching in a Colony school one is met with not only the challenges of dealing with students who start school without speaking any English, but you are also met with the challenges of a multi-level classroom, usually large class sizes, and the challenge of not imposing too much of "American culture" on the Hutterites who are reluctant to have their children learn too many "worldly" things.

**We've** been asked to write and share websites and programs we've found to be particularly helpful in teaching our ESL students, but at our school we're in a position where none of that is available to us. There are still many colonies who are

reluctant to accept computers, and particularly television or internet. So in many ways, things are the same as when I started here twenty some years ago as we don't have the opportunity to use technology in our teaching that many others do.

**Since** the Hutterites don't use English in their homes and don't have access to radios, television, or internet where they would hear other speakers of English, their vocabulary is often limited. This often shows up on the standardized tests the children are required to take.

**Let** me share with you all one little thing that I have discovered that has really helped to "broaden the palette" of words the children know and use. Every morning we do our "morning moment". Each child is assigned a day at the beginning of the month where he or she is responsible for sharing. He or she begins by introducing themselves to the class. (Of course everyone knows them already, but it is good experience for them to talk in front of the class). The smaller children especially benefit from just telling us their name which is at first about the only English they know. Each child will lead our calendar activity, and have show and tell. This again gives them opportunity to practice English in front of the class while telling about something they're familiar with and proud of.

**At** the beginning of the month I cut sentence strip papers into eight inch sections and pass them out so each child gets one. On this paper they are to write their "Word of the day" which they also share with the class during the morning they are responsible for the moment. I then tape the words to our word wall and we review them ever so often.

**We** have criteria for our "Word of the day". It must be a new word that is useful and not just some obscure word from the dictionary but a word we all could use in everyday conver-



sation. The children have taken this concept and have run with it. They go home and get their parents or siblings to help them find a word. Their "Word of the day" is a well-guarded secret and they delight in sharing it with the class where they must tell us the word, it's meaning, and use it in a sentence.

Doing this has greatly increased their vocabulary and I just smile when I hear them using the words they've learned from doing this. No longer are they just confused but now I hear them

saying: "I'm totally discombobulated." If they have been playing with the dog they no longer should wash their hands but "Playing with the dog necessitates proper hand washing procedures."

I have enjoyed nearly every minute of the years I've spent teaching, especially here in the colony. I tell people it's like a trip to a foreign country every day.



by **Marcia Gaudet**

In Sioux Falls we have experienced continued growth in our ELL population! In the spring of 2011 we are serving 1820 ELL students from 67 countries, speaking 61 languages. As a Refugee Resettlement site, we continue to have about a 40% refugee population in the ELs we serve. Among the refugee and immigrant students we serve we are seeing four groups immerse: students with a great deal of education and literacy in their first language who move quickly through our ELL programs; students with literacy in their first language, but who have had interrupted and limited education; students who are arriving K-12 who are not able to read in any language, so are learning to read while learning English; and students born in the United States to parents who speak a language other than English at home.

As our numbers continue to grow one of the great challenges is equipping our teachers with the tools they need to teach grade level content while helping students to acquire English and literacy at the same time. We greatly appreciated the SIOP (Sheltered Instruction Observation Protocol) training at last year's Dakota TESL Conference in Fargo and brought several of our

teachers to the training! We also have brought Pierson SIOP Training in to provide training to key leadership teams from each of our ten elementary ELL Center Base schools and our elementary and middle school immersion center programs for new comers. This fall we will bring Pierson back to train key groups of teacher leaders and administrators from our middle school and high school ELL Center base schools who provide English instruction in Language Arts and sheltered instruction in core content areas and specialized areas.

Our vision for SIOP training is to train both ELL teachers and mainstream teachers who will participate in an ELL professional development or SIOP Team in the buildings they serve and work together to provide training to the other teachers in their buildings who work with ELs. To that end we are excited to have Mary Ellen Vogt, who presented in Fargo, present at our Sioux Falls School District (SFSD) Summer Symposium June 8th, 2011. We have a district core training team who will be working during the summer to provide training resources for the buildings that will be training their buildings in the coming school year.

Already this year we have seen elementary ELL Center Base schools begin to provide train-



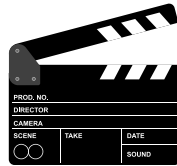


ing to their buildings through opportunities at staff meetings and on professional development days! It is fun to see the enthusiasm grow for teachers who are eager to meet the needs of the ELs in their mainstream classes. Because the research shows SIOP instruction is beneficial to all students and the teachers who teach them, teachers are welcoming and embracing the training provided by teams of both ELL trained teachers and mainstream classroom teachers.

In several of the schools to provide an introduction for their teachers, the SIOP teams have created videos. In the videos they have asked students, "What do your teachers do that helps you learn?" It has been encouraging to hear students share all the basic features of SIOP that teachers are already using successfully! We are excited as we look forward to further equip teachers who are already working hard and embracing our diverse English Learners in Sioux Falls!



## TECHNOLOGY AND TESL



**M**any of the teachers working with ELL students are often afraid to use or incorporate technology projects when working with the ELLs because in addition to the language barrier, they may also encounter technology problems which could lead to not accomplishing lesson objectives and an unsuccessful lesson. As long as the incorporation of technology leads the ELLs to meaningfully engage in learning, especially when they have a final fruitful product of their learning, I highly encourage all regular and ELL teachers to be brave and expose their ELLs to technology. It is also giving them equal opportunities to all 21st century technical devices that our ELLs usually are not exposed to or if they are most of the time is limited and not guided.

### Ivona's Picks

**iPod-** In my classroom at a high school, we use iPods for learning speaking, listening, and reading. Our newcomers' class is using them for listening to stories, directions, or watching podcasts that help them learn new words or reinforce already taught vocabulary. It helps students increase their listening comprehension and broaden their Tier 1 and 2 academic vocabulary. Also, sometimes we use iPods to build background knowledge with science and social studies podcasts. The students watch short anchor videos and find out more information on unfamiliar topics soon to be introduced to them in highly demanding classes (i.e. math, science, social studies, and literature). During our ELL reading classes our students use iPods to listen to their books and many times take them

home to read over the weekend. I have created many grammar lessons incorporating their favorite teenage music tunes along with the specific task focused on grammar lessons we have been learning. They definitely have FUN learning with iPods!!!

**iMovie-** Making iMovies with ELL newcomers may be a very frustrating mission, but infinitely rewarding and educational. My ELLs at level 1 and 2 struggled with internalizing taught vocabulary. I knew that research has proven that with struggling learners and ELLs most often the learned vocabulary words should be used in 20-40 different contexts in order to be remembered and owned. So, I came up with an idea to make something similar to "Sesame Street" podcasts and have a group of students focus on a vocabulary word and make a short script to teach the word to the other class members. Following the SIOP lesson components I developed a unit that stretched over three weeks. Most of them came up with funny scripts and even dressed up for the filming of the short vocabulary movies. They had a blast making them and fun learning them. After the movies were finished they took home their iPods and watched their "homemade" vocabulary podcasts over and over again. I am quite sure that they used each vocabulary word more than 50 times practicing and probably 50 more times while watching their podcasts. We even ended up presenting ELL iMovies to our school board! What a way to learn and practice in a totally cool way!!!

## Laura's Pick:

### TAG Reading Systems

The Leap Frog TAG Reading System is fun way for ESL/ELL learners build fluency, learn tracking skills, practice pronunciation and gain a love for reading.

A TAG Reading System includes a pen-shaped device and your choice of over 40 books, games and maps. After purchase of the materials, you simply download the audio books onto the device from a TAG website. The TAG reader (the pen-shaped device) has a small, "smart" camera device in the tip which, when touched to the specially printed pages reads words, sounds and questions to the person using the system. This can be used with or without the headphones.

My students have enjoyed reading as a whole class and in small groups with the TAG readers. They are duly amazed at this technology and many students will try to see if this reader can help them read their bills and medicine labels. But no such luck, yet!

### ReadingA-Z.com

I love Reading A-Z because it has simple, affordable, printable books for that are level appropriate for my beginning readers and don't look overly child-like for adult learners.

At Readinga-z.com, in addition to leveled readers for beginners and beyond, you will find lesson plans, worksheets and assessments. The Reading A-Z resources can be used to teach the alphabet, vocabulary, phonemic awareness, comprehension and fluency. These resources are research-based and professionally developed.

A free trial is available. Otherwise a year subscription for nine classrooms is \$84.95 per year.

And this **training video announcement:**

Hot Off the Press!

Teaching ESL to Adults  
Classroom Approaches in Action

MaryAnn Florez and Betsy Parrish, ESL consultants

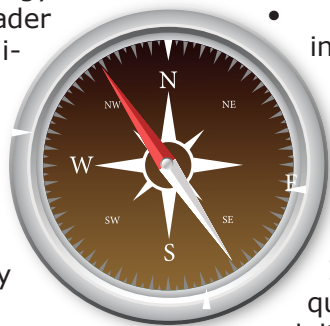
A SERIES OF 8 TRAINING VIDEOS  
View online for free or purchase DVDs at minimal cost  
[www.newamericanhorizons.org](http://www.newamericanhorizons.org)

In spring 2010, the New American Horizons

Foundation, with the help of ESL training specialists MaryAnn Florez and Betsy Parrish, produced its first two teacher training videos, set in real classrooms led by expert teachers using evidence-based practices. They were titled Lesson Planning for Life Skills and Building Literacy with Adult Emergent Readers.

Now, six more videos are available, and you can view online for free and/or own the complete set of eight videos on three DVDs at a minimal cost (\$5.00 per DVD plus shipping). The new titles are:

- Growing Vocabulary with Beginning Learners
- Working with a Multi-level Class
- Developing Listening Skills with High-intermediate Learners
- Teaching Grammar in Real-life Contexts
- Cultivating Writing Skills at the Intermediate Level
- Developing Reading Skills for Intermediate/Advanced Learners



The New American Horizons Foundation is a non-profit organization dedicated to making adult ESL courses more widely available and affordable. Its current priority is to develop high-quality teacher training resources for adult ESL. Check it out at:  
[www.newamericanhorizons.org](http://www.newamericanhorizons.org)

## Rachel's Picks:

**Smartboard:** This year was my first year to have a Smartboard in my classroom. It is amazing how useful they are for teaching ELL! You can find pictures, videos, and games to help students with their understanding of different topics. There are also many lessons already created for ELL students that a teacher can use. Here is a great resource for finding lessons that are already created: <http://exchange.smarttech.com>

**Video Camera:** I love to have my students act out stories and practice reader's theater. I recently realized how useful a video camera can be for allowing students to view their performances. It is highly motivating to them to practice their lines when they know it will be recorded!

## Alan's Picks

I recommend the **Learning Express Library**

to my students and instructors. This resource provides many different opportunities for students to take practice exams for various standardized tests. You can find more information about this resource at: <http://www.learnatest.com/LEL/index.cfm/>

### Karen's Picks

The most useful technology tool I've used to date is the **translator** that is accessed through the WORD program and links to the MicroSoft translator. I used it extensively when I began my job and was gathering documents, forms, etc. which needed translating. I always put a little footnote on translated documents citing the source of the translation. I have run into a hitch since I got my new work computer in December. In the updated word program, I can't figure out how to copy the translation into my word documents so the completed form for each child is in his/her electronic file. If anyone knows how to do that, I'd appreciate a heads up!

### Jill's Picks

I find the site **Color'n Colorado** website a great source of information for teachers and parents covering a wide range of topics including

teaching strategies, research, reports and assessment. This site is very easy to access and provides text and webcast resources. Although a bilingual site, Color'n Colorado provides relevant resources and tools for working with ELLs and partnering with their families. The address for this site is - <http://www.colorincolorado.org/>

### Silke's Favorite Websites

#### [www.starfall.com](http://www.starfall.com)

This is still a great website for low level learners with a multitude of fun activities designed around the alphabet.

#### [www.superteacherworksheets.com](http://www.superteacherworksheets.com)

Lots of worksheets on lots of different topics for lots of different ages

#### [www.scholastic.com](http://www.scholastic.com)

A great resource for any topic

#### [www.usmint.gov/kids/coinNews/](http://www.usmint.gov/kids/coinNews/)

Anything you ever wanted to know about US money.

#### [www.readwritethink.org/index.asp](http://www.readwritethink.org/index.asp)

Lots of writing exercises



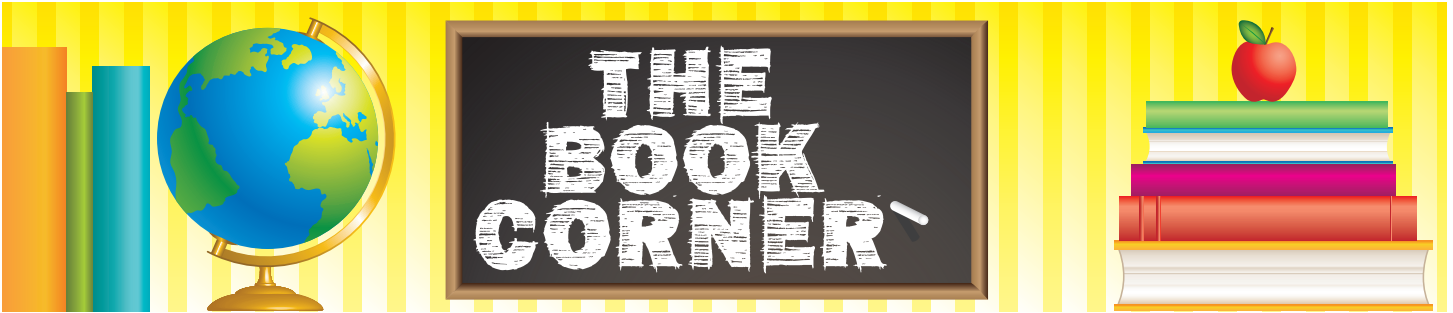
### Events

**T**he 2011 Closer Connections Conference will be in Sioux Falls, South Dakota **October 3 and 4** at the Ramkota! The Conference will be in the format we have had previously in Sioux Falls with excellent Keynotes and break-out sessions which will address a variety of issues from cultural panels to K-12 follow up session on SIOP training and implementation in school districts. We are excited to welcome the United Nations High Commission on Refugees as Keynote on Monday and Dr. Jc Chambers as Keynote on Tuesday. Dr. Chambers is a psychologist and dynamic presenter with Reclaiming Youth International. He will also be available throughout the day for breakouts as he explores a rich range of timely issues for adults engaged in the lives of families and youth who are experiencing a wide

range of acculturation issues as they seek to establish a new life and obtain an education in the American school system.

**We** are trying a Monday and Tuesday schedule this year to allow conference participants time to travel from both North and South Dakota! Please mark your calendars to join us **October 3 and 4** in Sioux Falls! We are working hard to make this a conference to address the many diverse needs of adults who are working to welcome New Americans to our communities. Our theme this year: Working together for a better life! Please plan now to **join us!**

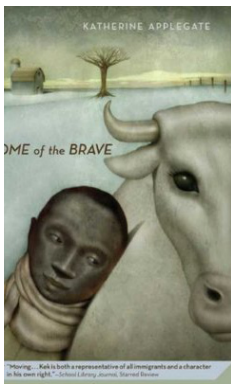




Here are some children and professional books that board members suggested as their favorites and why.

Favorite Book from Room 313 (Ivona's pick)

**Home of the Brave** (2007) by Katherine Applegate



A novel written in free verse, Home of the Brave is a touching story about an African war refugee from Sudan named Kek who arrives in the US in the thick of winter in--of all places--Minnesota. His father and brother have been killed, his mother is missing, and he has lost everything about his life that he has ever known.

From a dry, hot land where he was part of a nomadic herding tribe, Kek has arrived in a freezing cold country where he must not only learn a new language, but also make friends and cultivate hope for his future. Usually the optimist, even Kek feels distraught upon his arrival at his new home.

In the course of this tender tale, Kek makes friends--with a neighbor living in foster care, with an old woman who owns a rundown farm, and with an aging cow named Gol (which means "family" in his native language). His relationship with Gol is critical to his sense of belonging--and interestingly, it's one where language is not important.

My refugee students saw this story as their own journey to find "home." One of my students upon finishing reading this story, got up from her reading chair and exclaimed, "This is story of my life." Also, the story told in verses is filled with lyrical language and humorous vignettes about Kek learning the language and new ways to live in his new country America.

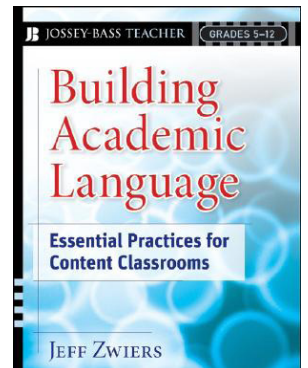
This story allows ELLs to make connections

much larger than its plot and offers so many opportunities for teaching figurative language.

**Ivona's Professional Pick**

**Building Academic Language** (2007) by Jeff Zweirs

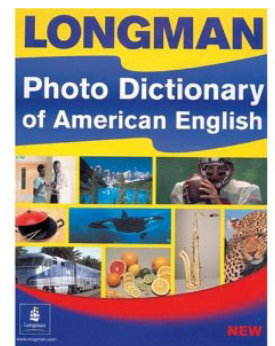
This book is a very good resource for middle and high school content subject teachers who want to differentiate their approach to teaching the language of their content area. It gives them a good reason and explanation why ELL students need to be taught academic language. The book clearly navigates the language terrain that students encounter in school and provides tools for teachers to raise the level of language in content-area classrooms. He explains how to scaffold academic conversation, provides tools to help teachers engage students in productive group work and explains clearly both the rationale and the techniques that will help students construct knowledge that is both enduring and transferable. This book should be required reading for any teacher whose goal is to provide students with the language they need to succeed in school.



**Laura Smith's Favorite Textbook:**

**Longman Photo Dictionary of American English** with audio CD

This book is loved by students and continually serves as a life-saver during ESL instruction. Come across some unknown vocabulary with an ESL student and the illumination doesn't always come so easily.



When simple verbal descriptions and synonyms fail, when stick drawings do not suffice, it's The Longman Photo Dictionary to the rescue!

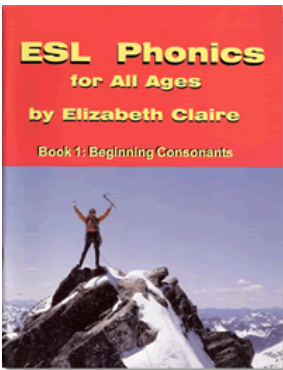
The Longman Photo Dictionary has clear, up-to-date photos matched up with 2500 basic words. The practical themes include weather and seasons, occupations and adjectives. The bottom of each page has easy conversation and vocabulary exercises related to the theme of the page for extra practice. Also, the newest edition of this dictionary comes with a great audio CD with clear pronunciation of the target words.

This dictionary is a staple in our classrooms. It can be used a classroom reference, integrated into grammar and vocabulary lessons, and by using the CD any student can work independently on their English language studies. The Longman Photo Dictionary of American English is a great resource for teachers and students.

### Silke Hansen's Favorites

Low level:

**ESL Phonics for all Ages** by Elizabeth Claire, Eardley Publishing



It is a series of five books, each covering beginning spelling in a different way: beginning consonants, ending consonants, consonant clusters, and vowels part I and II.

Every chapter looks at only two or three letters. Various activities let the student get comfortable using these letters before moving

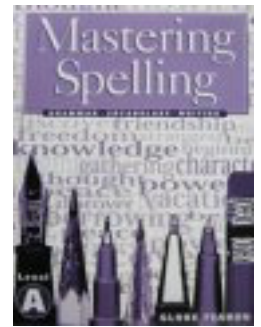
on to the next set of letters. Writing the letters multiple times in a different context, word/picture matching, choosing the correct letter and reading sentences are just a few of the activities provided.

High Level:

**Mastering Spelling – Grammar – Vocabulary – Writing**, from Globe Fearon Publishing

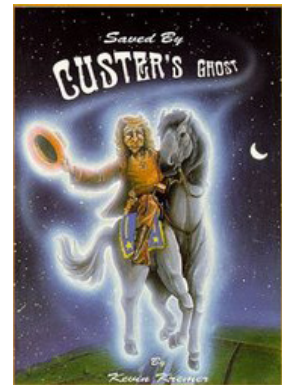
This is a series of three books – A, B, C – with

various degrees of difficulty. The books' chapters offer lists of 20 spelling words, grouped by – e.g. – compound words, suffixes, prefixes, homophones, and many more. Each chapter offers exercises for the students to familiarize themselves with the usage of these words such as fill-in-the-blank, crossword puzzles and other writing activities.



### LeAnne Tracey's Pick

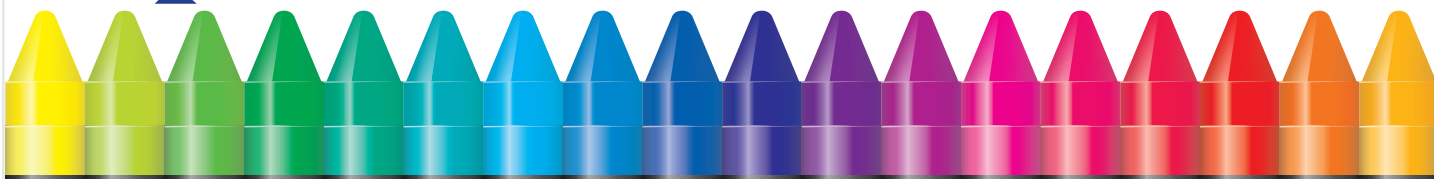
I am from Bismarck and I love literature. The juvenile novel "**Saved by Custer's Ghost**" by Kevin Kremer, my fifth-grade teacher, is a wonderfully humorous story about the history of the Bismarck-Mandan area and Fort Lincoln. I created a cross-curricular unit that explores that history and includes cultural experiences like neighborhood friends, adversaries, and lutefisk! Other activities in the unit, which would be easier for educators in the Bismarck-Mandan area, include visiting the State Capital building, the Heritage Center, Fort Lincoln, and The Woodhouse (a restaurant in north Bismarck, mentioned in precise detail in the book). I encourage all educators to use this novel as a way to explore the rich history and culture of our state, while inviting students to share and compare with their own culture.



Dr. Kevin Kremer is a native of Mandan, North Dakota. He has over 20 years educating fifth and sixth grade students. He was my teacher at Dorothy Moses and is one of my favorites. He is an accomplished author and publisher at Snow in Sarasota Publishing. His books are funny, appropriate for all ages, and contain so much information that can be explored and used in cross-curricular ways. He has always been a promoter of expressing one's individuality in writing and he models that. Feel free to visit his site at [www.sarasotapublishing.com](http://www.sarasotapublishing.com)



# Tips & Tricks of the Trade



Useful methods that we love to use with our students....

## Setting Goals and Introducing Academic Vocabulary

Instructional Audience: Elementary ELL Students, Small Group Instruction

by *Rachel Peterson*

This year I challenged myself to be intentional about communicating the goal of each lesson to my students every day. After the first week of starting my groups by reading our goal, it became an integral part of our time together. In fact, my students would remind me right away if I ever forgot to read it! I found that the goal set the tone for our time together. It helped my students understand what I was expecting for the day. It also gave me a way to introduce and focus on academic language that they would need for the skill we were working on. For example, if the goal was “to be able to identify problem and solution in our story”, then we would discuss what does identify, problem, and solution mean. Oftentimes, by discussing the goal together, I would realize that there were words that I assumed they knew when they did not truly understand them. I was then able to help them have an understanding of those words so that they were able to be successful on the new skill for the day. Goal setting has been a wonderful addition to my teaching this year.

## SIOP Jewel

By *Jill Shafer*

When attending the Dakota TESL’s SIOP training last fall, the opportunity to be trained by Mary Ellen Vogt added so much to the understanding and appreciation for the SIOP Model.

One tool that Mary Ellen highlighted, and that I found to be a particularly good way to organize teaching content information, is the reading tool referred to as SQP2RS (Squeepers). This six step process offers a metacognitive tool that supports strategic thinking throughout the reading process.

The **SQPRRS** steps are:

**SURVEY** - To activate background knowledge and experience, students examine the layout and formatting of the text, illustrations, tables, etc...

**QUESTION** - In groups, students create questions about the text they have just surveyed.

**PREDICTING** - Based on the questions generated, student make predictions.

**READING** - Early on in pairs or small groups (later students choose independent vs. group reading), students read the text and are encouraged and shown how to interact with the text using such tools such as note taking, sticky notes, highlighting.

**RESPOND** - Students focus on oral responses to questions and predictions brought up earlier to the reading.

**SUMMARIZE** - In the form of a few sentences or pictures, students summarize the reading. Students need to regularly practice this six-step process to reinforce these skills that provide such a critical support to academic reading and comprehension. It is recommended to display posters on the walls to further remind students of this process.

## My Favorite Instructional Method

By *Alan Clipperton*

We integrate our post-secondary students into the community as much as possible by offering different field trips and volunteer experiences for them. This has really opened up our students to the broader world outside of NSU’s



campus and has given them opportunities to use their English language skills in "authentic" situations.

## **Dramatic Stories and Dramatic Results with the Language Experience Approach**

By **Laura Smith-Hill**

**O**ne class I teach is Literacy 1 Class – instructing pre-literate and non-literate adults to read and write. This challenging and rewarding class caused me to revisit the question: "What kind of materials work best with adults learning to read for the first time when they do not have comprehension of the language orally?" Materials for children presume about 5 years of exposure to the spoken language and knowledge of the vocabulary. Beginning level adults new to the US do not have this advantage.

**I** turned to one of the experts for advice: Patsy Vinogradov from Hamline University specializes in working with low-literacy adults. She recommended that I consider learner-generated materials via the Language Experience Approach. I had used this approach before, but am using it more regularly with exciting results.

**T**he Language Experience Approach taps into a

students' life experiences to generate the content for a speaking, reading or writing activity. An experience shared by all students in the class is an especially effective topic. They can retell their experience as the instructor writes it as a story on the board. We then use this story to practice phonemic awareness, decoding skills, and repeated reading.

**L**ast quarter my beginning level students told me some great stories (with minimal facilitation from me). The first story was about the dangers students experienced walking on the ice; three of them slipped on the ice on the same day! The second was an equally dramatic story about a sick classmate who needed to "Go home!" to avoid making everyone else sick.

**S**tudents had immediate comprehension of the stories I wrote on the board and the next day, I would provide a hard copy of the story for each student. We used these stories to identify target letters and sounds, learn sight words, and practice spelling. I cut the stories into strips for the students read and put in order.

**S**tudents who had never read before were able to follow the story and begin to identify words and sounds to build their literacy skills. The Language Experience Approach can be used to build comprehension, literacy skills and confidence in adult learners. I hope you'll give it a try and enjoy the benefits of this approach as much as I do!

## **BECOME A MEMBER**

**To become a member or renew your membership,**

please fill out this form and send

**\$15** for regular members

or **\$5** for student members to

**Rachel Peterson**

6005 S. Cliff Ave. Apt. 112

Sioux Falls, SD 57108

raquelrene83@gmail.com

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

# BECOME INVOLVED WITH DAKOTA TESL !!!

An old African proverb **"It takes a whole Avillage to raise a child,"** resonates in my head when I think of the Dakota TESL. I have to change it a little and put it this way: **"It takes a whole village of passionate ELL educators to make ELLs' education a success."** This is the reason that I am inviting you to become involved with this professional organization and contribute to our "ELL village" to become stronger and bigger. Dakota TESL's mission is to provide professional development and networking opportunities to ESL/ELL teachers so they, in turn, can better meet the needs of the students they serve. In November of 2010, the Dakota TESL was one of the partners who played a key role in bringing the SIOP guru, Mary Vogt, to the SIOP Savvy Conference in Fargo.

Every year Dakota TESL organizes an ELL conference for ND and SD educators. Many of you have already been a part of these conferences and you know that all of them were successful and interestingly addressed hot topics in the field of ELL. As the president of Dakota TESL and a long time member of this organization, I am inviting you to join this wonderful professional organization and experience many different roles as a Dakota TESL member, such as planning a conference, discussing the "hot" topics, sharing practical ideas with the rest of the Dakota's educators, or simply helping the ones without a voice to be heard through you.

## What is the Board of Directors?

The Dakota TESL board of directors includes officers and interest area representatives. These include the following seven Interest Area Board Representatives:

- American Indian Education
- Elementary Education
- Secondary Education
- Hutterite Colonies
- Adult Education
- Higher Education
- Migrant Education

The board also includes six officers:

- Past President

- President
- President-elect
- Secretary
- Treasurer
- TESOL Liaison

## What does the board do?

The role of each board member is to serve as assistants to the President and President-elect.

- Provide input and communicate with the rest of the board so the board can make decisions that benefit all interest areas of TESL. The board members usually communicate through e-mails and conference calls.
- Assist with the Dakota TESL newsletter by publishing articles once a year
- Volunteer to help with the conference

## How can I be involved with Dakota TESL?

- Contact the president or any other board member with ideas that can improve and grow our organization. We are good listeners!!!
- Network with your colleagues. If you read something in the newsletter that catches your attention, contact the author of the article to exchange more ideas.
- Become a member and pay your dues, so Dakota TESL can keep running and growing.
- Become a committee member and help us plan the conference or just simply volunteer at the conference.
- Sound off in our newsletter! If you have issues or topics that interest you write an article and spread the word.
- Attend the annual meeting at the next conference sponsored by Dakota TESL
- Become a board member: nominate yourself or other passionate people from your schools or regions. Anyone can respond to the call for new board members this coming fall.

So, if you want to join the Dakota TESL "village" to help us make a difference in our students' lives as well as teachers', please contact me for more information at [ivona.todorovic@gfschools.org](mailto:ivona.todorovic@gfschools.org)

# Dakota TESL Officers

## Nov. 2010 - Oct. 2011

HI  
my name is:

**Ivona Todorovic, President**

1462 S. 35th Street  
Grand Forks, ND 58201  
701-746-2407 ex. 313 or  
itodorovic@gfschools.org



HI  
my name is:

**Marcia Gaudet, President-elect**

Sioux Falls School District  
1504 E. Crestview Dr.  
Sioux Falls, SD 57103 or  
Marcia.Gaudet@k12.sd.us



I was born in Bosnia and Herzegovina. After graduating with an Elementary degree from the Academy of Pedagogy in Sarajevo in 1990, I worked as an elementary teacher until I left my country due to the civil war in Bosnia. In June of 1995, I arrived with my husband in Grand Forks, ND, my new home. Two months after my arrival, I began my new journey of fulfilling my life's long dream of becoming a teacher and continuing where I was stopped by the sounds of bombs and sirens not letting me do what I liked most-teaching. In 2003, I graduated with a B.S. in Elementary Education and became a Graduate Resident Teacher, teaching second grade at Phoenix Elementary. Upon me receiving my Masters in Education with an emphasis in reading, I started on my new teaching journey--teaching ELL students. Since 2005, I have been working with the ELLs at many different grade levels and recently my ELL concentration has been teaching high school ELLs at the local magnet ELL high school. I love spending my free time with my son Daniel and husband Alex. We like to go to the Cass Lake in summer. Reading, lesson designing, and learning new languages are my hobbies. Recently I have discovered an interesting new Canadian sitcom titled "Little Mosque on the Prairie" that I love to watch on Monday nights. The comedy is about Muslims and non-Muslims attempting to live in harmony in a small Canadian town. I love teaching young men and women who are like me, trying to start a new life in America and are eager to better their lives with education.



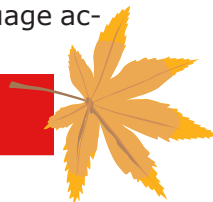
I am a K-12 ELL Instructional Coach with the Sioux Falls School District and teach three ENL Endorsement Classes at Augustana College. My love for working with ELL students began when I was teaching at an International School in

China. Upon returning to the US I completed my Masters in Ed Leadership with a focus in ESL Instruction at the University of Wisconsin Oshkosh. I have taught K-12 ELL students and love the adventure of unlocking English language acquisition and literacy for students.

HI  
my name is:

**Silke Hansen, Secretary**

Lutheran Social Services  
1609 W. 11th St.  
Sioux Falls, SD 57104  
605-731-2041 or  
silkekaren@hotmail.com



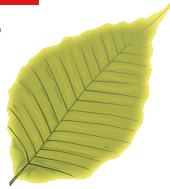
I am originally from Germany and came to the United States as an exchange student - and I never left. Even as a small child I felt drawn to the non-native children at school and I wanted to learn about their countries and languages. Out of these experiences grew a passion for working with the foreign-born population, both in and out of the classroom. While pursuing my master's degree at USD in Vermillion, SD, I was active with the International Students Club on campus, assisting with academic as well as personal issues. I have been working



for the Refugee and Immigration Center at LSS in Sioux Falls for about 6 years both as an ESL teacher and an interpreter for German and English. I really enjoy working in the field of ESL, especially with the refugee and immigrant population. Observing even the smallest moments of success in the classroom, I definitely feel a sense of accomplishment at the end of each day – well, let’s say at the end of most days. In my spare time I like to keep track of my kids, read, go for walks and learn more about other languages and cultures. I love to watch HGTV – House Hunters is my favorite show.

HI  
my name is:

**Rachel Peterson, Treasurer**  
5008 W. Equestrian Place,  
Apt. 313  
Sioux Falls, SD, 57106  
raqueIrene83@gmail.com



**R**achel has a degree in Elementary Education and a Master’s in Intercultural Studies and TESOL. She is in the middle of her third year of teaching ELL in the Sioux Falls School District. She has had the

opportunity to volunteer with World Relief in the Chicago area and Lutheran Social Services in Sioux Falls to gain more experience in working with refugees. Rachel loves to travel and has been able to visit several places such as Ecuador, Costa Rica, and Croatia. She has also spent a couple of summers going to South Korea to help with English camps. A fun hobby of hers is trying to cook different ethnic foods and inviting people over to enjoy it with her!

HI  
my name is:

**Laura Smith-Hill, Past President**  
Lutheran Social Services  
1609 W. 11th St.  
Sioux Falls, SD 57104  
605-731-2041  
laura.smith@lsssd.org



**I** was born in Pierre, SD; grew up in Northwest Iowa; and went to college in central Minnesota. One semester of study in China’s Sichuan Province got me hooked on experiencing diverse languages and cultures. My first teaching job was in Japan, in the city of Muroran on the northern island of Hokkaido. (So far as I know

my friends have made it through the terrible tsunami.)

**A**fter two years in Japan, I moved to Sioux Falls, SD. I have been teaching English as a Second Language to adult learners at the Refugee and Immigration Center (RIC) of Lutheran Social Services for ten years now. Working with adult refugees and immigrants is my passion! In 2010, I took on the role of Education Programs Coordinator for the RIC.

**I** also am passionate about Dakota TESL! I served four years on the Dakota TESL board: as Adult Education Representative, President-elect and President. It is very rewarding to join with all of you to promote professional development and networking in our field.



HI  
my name is:

**Missy Staathaug**  
**Past President & TESOL Liaison**  
1118 East Capitol Avenue  
Pierre, SD 57501  
missy@pie.midco.net

**I** have been in the ESL field since 1982 and have my Master’s Degree in Linguistics with a TESOL Certificate from the University of Pittsburgh in Pennsylvania.

**I** have taught ESL in a variety of settings, including universities (both for academic prep and for international teaching assistants), adult education and ESL teacher training and program evaluation. I currently teach GED classes in reading and writing in adult education in Pierre and the parallels between this and ESL are sometimes striking. My professional interests these days have me diving into understanding strategies for developing academic language and looking at ways to help small school districts who only have a few ELLs and little idea how to handle them.



HI  
my name is:

**Jill Shafer, Ph. D.,**  
**Adult Education Representative**  
Department Teaching & Learning  
Education Building, Room 4B  
Grand Forks, ND 58202-7189  
701-777-6315 or  
jill.shafer@und.edu



**J**ill Shafer, the Adult Education representative, is an assistant professor at the University of North Dakota. She is the director of UND's new graduate on-line Certificate and Master's Programs in

ELL Education. She directed the Intensive English Program (IEP) on UND campus, taught the adult ELL program for the Grand Forks School District, and has taught EFL in Uzbekistan. She is a board member and volunteer for the Grand Forks Global Friends Coalition, an organization that supports New American's Services through providing mentoring and ELL support for refugee families.

HI  
my name is:

**Monica Hendrickson, American Indian Education Representative**

4132 109 Ave. NE  
Lakota, ND 58344  
701-766-1400  
Monica.C.Hendrickson.2@sendit.nodak.edu



**I** was born in Bottineau, North Dakota, the tenth of thirteen children. Two years later we moved to Willow City and I lived there until I graduated from high school. I then went to Mayville State College where I received my teaching degree with a major in English and minors in Speech/Drama and Library Science.

**M**y first year of teaching was in Willow City in 1974. The next year I taught in Michigan, North Dakota and continued in that district (later becoming part of the Dakota Prairie Consortium) until 2007 at which time I retired from education. In 2008 I returned to the field of education and began teaching at Four Winds Community High School at Fort Totten, North Dakota, where I am today.

**I** live in the country five miles from Michigan and Lakota with my husband Leslie, who is retired from the railroad. We have six grown children and seven grandchildren, who get all of my free time just being a grandmother.

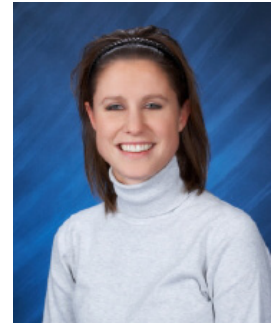
**I** feel that I have a connection with ELL students since I was raised in a house that spoke German as well as English. All of my grandparents were

Germans who immigrated from Russia, so English was truly my second language.

HI  
my name is:

**Katie Erickson, Elementary Education Representative**

Kerickson@west-fargo.k12.nd.us



**K**atie Erickson is a K-5 English Language Learner teacher in the West Fargo Public School District in West Fargo, North Dakota. She earned her bachelor's and master's degrees in elementary education from the University of North Dakota, and is currently pursuing a Ph.D. in Teacher Education. Katie has also worked as a middle school sheltered instruction ELL teacher and as a second grade teacher. She lives on a farm north of Fargo with her husband, Luke, their dog Beans, and their miniature donkey.

HI  
my name is:

**Alan Clipperton, Higher Education Representative**

Alan.Clipperton@northern.edu

**I** am currently the ESL Coordinator at Northern State University in Aberdeen, SD. My TESL/TEFL experience includes various levels and ages in the Midwestern United States, Mali, and Taiwan. I hold an undergraduate degree from Toccoa Falls College in Cross-cultural Studies with a minor in TESOL, an undergraduate degree from Dunwoody College of Technology in Automotive Technology, and a graduate degree from Minnesota State University in English: TESL. I spend as much time as possible with my wife and two kids.



HI  
my name is:

**Daniel Flyger, Hutterite Colonies Representative**

Daniel.Flyger@k12.sd.us

I suppose I should tell you folks a little about myself and what I do. I've lived in South Dakota all of my life. Besides teaching school, I pastor a small congregation in Scotland, SD. My wife, Veda, and I have had seven children and we live on a small farm northwest of Freeman, SD where we raise lots of poultry and milk cows.

As a boy I loved the "Little House" books by Laura Ingalls Wilder, and I really loved Lois Lenski's books, particularly her book, Prairie School. I wished I had the opportunity to attend a country school, but the farm I grew up on was close enough to town that I rode the bus to school.

When I first started teaching I actually had the opportunity to teach in a one room school in north western South Dakota. I later taught in two different two room schools.

I was raised in Turner County and being a farmer at heart, I desired to move closer to home and yet I wanted to continue teaching in a country school. I would find the solution to that in a colony school. Our school is in the Hanson School District. The first 17 years at Oaklane we had a one room school, but we've been divided since. For the first few years after we split into two classrooms I did all the language arts for all K-8. Another teacher from town came out and did the math, science and social studies for grades 4-8.

Three years ago we built a new school house and since then I have K-4 and grades 5-8 are divided between two instructors. One does the math and sciences, the other does the language arts.

HI  
my name is:

**LeAnne Tracy, Secondary  
Education Representative**

Williston High School  
502 W. Highland Drive  
(P.O. Box 1407)  
Williston, ND 58801  
701-770-1899  
leanne.tracey@sendit.nodak.edu



While I have been teaching Spanish as a second language for 16 years now, I am a newcomer to ESL education. I have been teaching English as a second language at the secondary level for only three years and have found it is a completely different realm than teaching a foreign language! I

supervise the instruction of our ELLs at the elementary level and test everyone in our district. We have nine ELLs in our district, and four others on academic monitoring.

I have a passion for children's literature in both English and Spanish. I have developed an extensive database of children's literature in Spanish (over 500 titles) and I am beginning to create a database of English literature for ELLs.

I challenge my students to write, write, write, basing their writing on the literature topic or style and the personal connections they have made. My challenge this year is to get moving on the ESL literature database and find a way to share the information with others. I like to utilize high-interest literature in my lessons because I can incorporate all four language domains, as well as cross-curricular topics. In March, I will be giving a presentation on how to create and manage a classroom library at the Central States Conference on the Teaching of Foreign Languages in Minneapolis. I look forward to becoming more involved in Dakota TESL in the coming years.

HI  
my name is:

**Karen Midgarden,  
Migrant Education Representative**

7245 141 st Drive NE  
Hoople, ND 58243  
701-894-6536

Karen Midgarden is the ELL teacher for the following school districts: Park River, Valley-Edinburg, North Border (Walhalla, Neche, Pembina), Drayton, St. Thomas, Cavalier and Hatton. She has held this position since October 2008 and is employed through North Valley Career and Technology Center in Grafton which is part of a regional Title III consortium. Karen holds a BS degree in Vocational Home Economics Education from NDSU, an M.Ed. degree in Special Education Learning Disabilities from UND and an ELL endorsement from VCSU. At various times in her career she has worked as a classroom teacher in high school home economics (before it was called Consumer and Family Science), an elementary teacher in a grades 5-8 classroom in a rural school, an ESL teacher for elementary and adult students, and an agent for NDSU Extension Service. Her current position is her 'retirement' job. Karen lives on a North Dakota homestead farm near Hoople, ND. She and her husband have four grown children.







**Ivona Todorovic, President**  
**1462 S. 35th Street**  
**Grand Forks, ND 58201**

## ***Are you a member of Dakota TESL?***

**To become a member or renew your membership,**

please fill out this form and send

**\$15** for regular members

or **\$5** for student members to

**Rachel Peterson**

6005 S. Cliff Ave. Apt. 112

Sioux Falls, SD 57108

raquelrene83@gmail.com

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip: \_\_\_\_\_

Email: \_\_\_\_\_