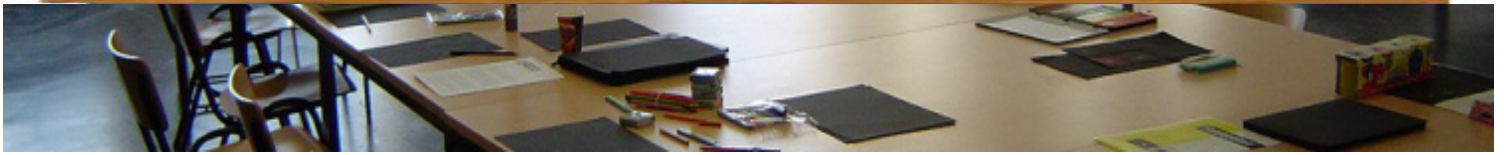


Dakota TESL



Classroom, Community, Teachers--Coming Together, Working Together

2012, Fall, Vol. 6, Issue 1



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Greetings from the 2011-2012 Dakota TESL President Marcia Gaudet, Sioux Falls, South Dakota

The highlight of each year for Dakota TESL (Teachers of English to Students who speak other Languages) is the fall conference. Last year's conference was in Sioux Falls, South Dakota, and we are gathering in North Dakota this fall. Because Dakota TESL represents teachers in both North and South Dakota, we take turns hosting the conference in each state.

Each year it is exciting to see an extensive group of presenters come together to provide a rich professional development opportunity for those of us who are passionate about working with English learners of all ages. Dakota TESL has done a great job of bringing together resources to encourage K-12, Higher Ed, and Adult Ed teachers and volunteers of English Learners as well as community leaders working to welcome and meet the needs of English Learners new to our communities.

Last year Dr. JC Chambers made a lasting impact on many conference participants with his sessions on Deep Brain Learning and how trauma impacts learning. Dr. Chambers' presentations, enhanced by his delightful storytelling skills, helped us to understand "pain-based" behavior in our students. His research specifically helped me understand just how essential it is that I provide a safe and welcoming classroom environment. When students feel a sense of safety and belonging, their brains are able to more fully engage in problem-solving, meaning-making and critical thinking. When students feel anxious, the limbic system part of their brain kicks in to put students in survival mode. I had heard of the fight, flight, or freeze response, but I had not made the connection to the learning environment. When a student, or let me rephrase that, when any of us does not feel safe, when we feel threatened in some way, our brains shift down into survival mode. The frontal part of our brain closes its doors, yielding to the part of the brain better equipped to manage survival. Our survival response or reaction would likely be to fight, flee, and/or freeze.

As a teacher I have often found myself struggling to have a rational discussion with a student who was in survival mode. Dr. Chambers helped me understand that anyone in survival mode no longer has the frontal lobe engaged in cognitive thinking. Survival mode switches a student into what Dr. Chambers calls the "Alligator Brain." When an alligator is threatened, it only knows to attack, retreat or watchfully glide. I now understand that establishing a welcoming, safe environment is not a luxury, but is essential to maximize learning. This has been life-changing for me in both my teaching and my personal life. Having great lesson plans full of learning strategies is important, but futile if I have not laid the proper groundwork to create a classroom culture that supports learning.

Each Dakota TESL Conference is an opportunity for all of us with our various gifts and interests to come together and learn from each other. Last year, Dr. Chambers gave me new insight into how to be effective as a teacher. This year, I am looking forward once again to having my thinking challenged and stretched as we come together in Fargo. The North Dakota Conference Guiding Team is hard at work behind the scenes to bring us the 2012 conference, and I do mean hard at work. For an inside look at conference preparations, see Rachel Pope's article on her experiences serving on the Closer Connections Conference team - it is hard work but it reaps huge rewards.

My thanks to everyone on our Closer Connections Guiding Team that helped me make the South Dakota Conference a reality: Rachel Pope, Silke Hansen, Mejai Avoseh, Carol Hudson, Lisa Hunstad, Pam Meyer, and Laura Smith-Hill.

If you are not yet a member of Dakota TESL, I encourage you to come to our Annual Meeting when you attend this year's conference. Get involved! Dakota TESL is a great organization for all of us who champion the causes of those learning English!

ABCDEFGHIJKLMNOPQRSTUVWXYZ

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 can better meet the needs of the students they serve. Dakota TESL currently has just under 150 members, with hopes of continuing to grow as the new membership year begins this fall!

Benefits of membership in Dakota TESL include opportunities to connect with other professionals in your field, information about the annual conference, updates on TESL in both North and South Dakota, as well as teaching ideas from our newsletters. Dakota TESL provides excellent opportunities for professional growth. As a Dakota TESL member, you may qualify for a complimentary TESOL Inter-

national Association membership and you may also get the opportunity to serve as a representative on the board.

To become a member, please send a check for \$15 to Katie Erickson, Dakota TESL treasurer, 16262 7th St. SE, Hillsboro, ND 58045. Institutional memberships are also available (5 members for \$50.00) as well as a reduced membership rate for students (\$5.00). Visit the Dakota TESL website at www.dakotatesl.com for membership forms, past newsletters, conference information and more.

Join us as we work to make a difference for ESL teachers and learners!

Second Annual Family Welcome Night Slated for September



by **Wendy Sanderson**
Bismarck Public Schools
Bismarck, ND

Take a gymnasium full of pool and foosball tables, add a handful of great door prizes (including a deluxe Scrabble game), mix in a cart full of Netbook computers ready to access PowerSchool, and open the doors to more than 20 immigrant and refugee students and their parents, and what do you get? Why, the Bismarck Public Schools ELL Family Welcome Night, of course!

Last October, BPS held our very first parent/family welcome night at our new ELL office, located deep within the bowels of the district's Hughes Education Center. The commons area of South Central High School (just outside our office door) proved a wonderful setting for family activities, including billiards, table soccer, and Bingo games. While the children were playing, their parents met in an adjacent classroom to learn how to access student grades, attendance, and lunch account balances through the district's web-based PowerSchool program. Afterward, the ELL staff served cookies, coffee, and juice before the families departed, prizes and information in hand, feeling a bit more connected to their children's ELL teachers and the entire Bismarck educational system than they were when they arrived.

Because of the success of this endeavor, the BPS ELL program is planning a second annual parent/family night for the month of September, 2012. Our sincere belief, like that of the authors of *Beyond the Bake Sale: The Essential Guide to Family School Partnerships*, is that "all families, no matter what their income, race, education, language, or culture, want their children to do well in school--and can make an important contribution to their children's learning" (Henderson, Mapp, Johnson, & Davies, 2007). We hope that at ELL Family Welcome Night, families will realize just how important a role they play in

their children's academic success, and just how passionate the ELL staff is about helping all the children we serve to reach their full potential.



A friendly game of pool is a great ice-breaker at ELL Family Welcome Night in Bismarck



Teachers and students and parents alike are welcomed to Bismarck Public Schools at Family Welcome Night





**By Mae Lindenberg
Grafton, ND**

The Migrant School program has been in Grafton since the mid 1970's. Throughout the years there have been many changes to the program and it has greatly improved through working with the school and looking closely at the needs of the students. To qualify for the Migrant School program, families must work in agriculture and be mobile, moving within the last 3 years from one school district to another. Students come from the surrounding area: St. Thomas, Cavalier, Drayton, Hoople, Crystal, and even some from Minnesota. Most of the families are from Mexico or Texas, and they stay throughout harvest, which gets to be the end of October or even mid- November. Some stay even longer. Last summer we had about 125 students enrolled, and most (rough estimate 98%!) come back year after year.

Summer school for the students who qualify runs for 7 weeks each summer, starting in early June and continuing until late July. The Migrant School is for students from grades kindergarten up to grade 12. The hours are 7:30 AM until 3:15 PM each day, with the school providing breakfast, lunch and an afternoon snack for all the students. We share busing and nursing services with the Tri-Valley Head Start Program.

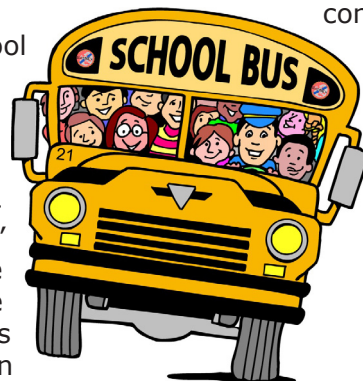
During the mornings, the Migrant School works with the ESP summer program for grades kindergarten through grade 4. The teachers concentrate on developing students' reading, writing, and math skills. We assess students at the beginning of the program to find the students' ability levels. We place the students in the appropriate Tier group to ensure they are getting the needed help. In the afternoons the Migrant teachers continue to work on math and reading, along with gym, computer, and art classes.

The 7th and 8th grade students work on building skills in all areas of the curriculum. We have started a vocabulary building exercise to improve academic language skills, and the students also have computer, gym, and art time put into their schedule.

For high school students who need credits, we have a PASS program which allows students to earn credits toward graduation. They meet at the same times as the other students, but do have the option to come at night if they work during the day.

After the regular summer school is over, the ESSMS (Extended School Services for Migrant Students) program begins for all migrant students who live in North Dakota. For this program a teacher and para-professional go to the students' home and work on academics. This program runs until school starts in the fall.

At the risk of bragging, I would have to say that the program is a true success. Every year we give parents surveys to fill out about the program and every year parents have indicated that they are happy with the program. It does help that I have been the program coordinator for 11 years and have worked with migrant families for over 30 years; parents and students alike feel comfortable coming to me with their concerns. Teachers have also expressed how wonderful the program is to work in. I am very fortunate to have really good staff members. We are proud to be making a difference in migrant education here in Grafton.



English Teachers from Turkey Study ELL Education at the University of North Dakota



By **Dr. Anne Walker**
UND

Drs. Anne Walker and Jill Shafer, with the help of Ivona Todorovic and Vonnie Sanders, introduced 19 EFL teachers from Turkey to ELL education in the United States this past summer as part of a U.S. State Department teacher exchange program. The teachers studied best practices in English language teaching at the University of North Dakota for five weeks and spent time learning classroom teaching techniques with Ivona Todorovic in her ELL classroom at Red River High School in Grand Forks. The teachers also visited with Vonnie Sanders, director of ELL education for the Fargo Public Schools and spent an afternoon observing the Fargo ELL summer program.

English is a mandatory subject for students in Turkey beginning in the 4th grade, and the English teachers are required to follow a national English as a Foreign Language curriculum. Class size is typically 35-40 students in Turkey. The teachers studying in Grand Forks were most interested in learning strategies to encourage students to speak more English in their classrooms, as well as strategies to differentiate instruction for students with varying levels of English proficiency. They also wanted to learn more about educational technology, although many had no computers or internet access in their classrooms.

In order to teach the Turkish educators about North Dakota history and culture, Dr. Walker accompanied the group on a tour of western North Dakota, which included stops at Ft. Lincoln in Mandan to learn about Lewis and Clark and his-

toric Native American life, Medora for the cowboy fondue and musical, and Belcourt to learn about modern Native American culture and education.



One of the Turkish teachers working with an ELL student at Fargo's ELL summer camp.



The 19 English teachers from Turkey visiting the Discovery Center in Fargo to learn about Fargo's ELL Program.



Celebrating Our Cultures

By **Ione Seidlinger**
Red River High School, Grand Forks, ND

On Tuesday, April 24, 2012 Red River High School hosted the second annual district-wide Celebrating Our Cultures between our schools and community. Over five hundred guests gathered together to enjoy a wonderful evening of ethnic foods, tea, songs, and dance from around the world. Students from Nepal, Iraq, Mexico, China, Ethiopia and Somalia spent two days preparing a variety of dishes from scratch, including Nepalese Momo and Chai tea, Somalian Samboosa, Ethiopian Tibes, Bosnian Baklava and Kifla, Mexican Mole, and Iraqi Baklava, also appropriately known as "Fatty Sweetness"!

During the evening, there were presentations held by local Somali, Iraqi and Nepali residents and a number of UND students from Saudi Arabia, Brazil and Japan who presented their countries' customs and cultures, and gave us a chance to sample the exotic tastes and smells of Arabic coffee and dates.



All three Grand Forks ELL magnet schools, Century Elementary, South Middle School, and Red River High School shared the joy of song and dance. After months of planning and practicing we were captivated by beautiful music from Saudi Arabia, Burundi and Nepal, as well as dances from Somalia, Nepal, Mexico and even a fantastic fusion of Liberian-Norwegian break-dancing! The diversity of cultures present in our community is truly amazing; we are privileged to have students from around the world with us in Grand Forks.

The evening closed with Red River Nepali students singing while the ELL teachers, students, and parents along with members of the com-

munity gathered on the stage to dance one last dance together signifying the unity of community, thus ending another successful celebration of cultures between the native speakers of Grand Forks and the new American refugees that enrich our lives daily. As we were leaving there were comments of "next year - ", "I think we should - ", "It would be better if we - ", "That worked really well". The planning for the third annual Celebration of Cultures 2013 had unofficially begun!



Students worked hard to create a wonderful buffet of food from around the world.



Final dance at Celebrating our Cultures event in Grand Forks: teachers, students, parents, community members all on stage, dancing together.



CORNERSTONES

CAREER LEARNING CENTER, INC

By **John Taylor**

News from the ESL (English as a Second Language) Classes at Cornerstones Career Learning Center

Cornerstones Career Learning Center is excited to announce that our four English as a Second Language classes have elected their first Student Council Members. Seven students will represent all levels of our English classes. The council members will meet on a monthly basis to discuss such issues as mentorship programs with fellow students, fundraising activities for their organizations' class activities, future field trips, and feedback sessions with staff regarding classroom instruction and student needs. These council members will be a great asset to our growing program and we are anxious to hold our first meeting in September of 2012.

In the past year, Cornerstones has seen an impressive increase in the number of English as a Second Language Students. Our classes are arranged into four levels. We have a beginning literacy class, a beginning class, an intermediate class and an advanced class. Due to work and family schedules, the vast majority of our students attend the split beginning literacy and the beginning classes in the afternoon and evening.

Our students are a diverse group. The students we are serving this fiscal year come from twelve different countries on three continents. While some of our students hold advanced degrees in their home countries, others had minimal

formal education. Some have not attended school at all, and cannot read or write in their native language.

During class, students develop skills that will benefit them as they adjust to life in a new country. Healthcare, housing, transportation, education, civics, parenting, and shopping are just a few of the topics covered in classes. Each class level works on the same multileveled thematic unit at the same time. We also try to schedule guest speakers from the community whenever possible.

In the fall of 2011, our class sizes outgrew the available space at the Huron Community Campus. Our program was fortunate that the First Baptist Church in Huron was able to provide the necessary space we needed. The new addition to Huron Community Campus is almost complete and the ESL program plans to return there this fall.

Thanks to our dedicated volunteers and program relationships with Lutheran Social Services, Dakota Provisions, the First Baptist Church, and many others, our English as a Second Language program continues to provide a successful and valuable service to our community.

Cornerstones ESL Classes are available year round and new students are welcome to join them at any time. Check For more information on this web site at www.cornerstonescareer.com or call 605-353-7175.





West Fargo's Elementary Newcomer Program

By Heidi Knudsen

The start of the 2012-2013 school year will mark the beginning of the 5th year of the Newcomer Program in the West Fargo School District. To be considered a Newcomer, students have to have been in the US less than 1 year and have an English Proficiency less than 2.0. Two teachers run the program: Jen Grund, the Kindergarten and 1st grade teacher, and myself (Heidi Knudsen), the 2nd-5th grade teacher. 1st-3rd graders attend the Newcomer center in the morning for 2 ½ hours and Kindergarteners and 4-5th graders attend in the afternoon for 2 ½ hours. We teach extensive English focusing on the four basic skills of Speaking, Listening, Reading, and Writing. We also work on school social skills and what a typical day in an American classroom looks like. When they are not in the Newcomer Center students attend their regular classrooms where they receive Math, Music, and Physical Education. They also spend time with their English speaking peers.

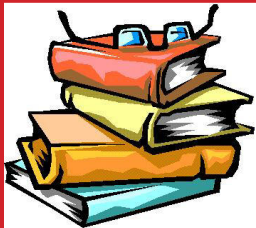
On average it takes an ELL student 7-10 years to become proficient and exit an ELL program.



Over our four year time period we have exited 16 students: 7 students in 2 years, 7 students in 3 years and 2 students in 4 years.

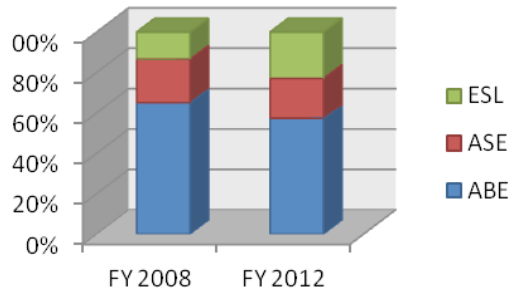
Our Newcomer program has changed this year to allow the 4th-5th graders to be in the Newcomer Center all day for intensive English work. Students will have all their specials, Physical Education, Music, Art, and Library, at the Newcomer Center. The additional time provided by our new full day Newcomer schedule allows us to expand our offerings to better support these ELLs. We will be teaching math to help students achieve grade level as well as science and social studies, focusing on the vocabulary students need to be successful in a regular classroom. This year the Newcomer Center has ten 4th and 5th graders, eleven 1st and 2nd graders and four 3rd graders. They keep us busy!

NEWCOMER



ENGLISH LITERACY / CIVICS IN SOUTH DAKOTA

The South Dakota Department of Labor and Regulation administers the state's EL Civics allotment under the Adult Education and Family Literacy Act (AEFLA) as Title II of the Workforce Investment Act of 1998. During the past few years, South Dakota's Adult Education providers have served increasingly more English language learners—particularly preliterate adults and students at the earliest literacy level; this past program year, over 40% of all ESL learners served under AEFLA were at the "Beginning Literacy" level.



Adult Basic, Adult Secondary, & Adult ESL Education

The Department of Labor and Regulation's priorities for refugees, immigrants, and non-native speakers include the three pillars of integration as articulated by the federal Office of Vocational and Adult Education: linguistic, civic, and economic integration. Furthermore, the key element binding the state's commitment and the local providers' ability to evidence such integration with our ESL learners is the professional development of program staff, instructors, coordinators, and directors.

South Dakota's EL Civics professional development opportunities for 2012-13 will include the

state's English Language Instructor Development Program, Professional Learning Communities, and Action/Classroom-based Research Projects. South Dakota is also working with LINCS and ELL-U to offer online classes, structured coursework, and study circles this academic year.



www.sdjobs.org



Cash Cows and Enough "Con" to Go Around

By Dennis Sjolie
Department of English
University of South Dakota
414 E. Clark St.
Vermillion, SD 57069

Several years ago at the Dakota TESL Conference, I delivered a paper entitled "The 'Cash Cow Con' in Higher Education ESL." The bleak premise of this research addressed how certain institutions of higher education from the US to the UK to Australia satisfy diversity and globalization goals – and student numbers – by unethically and despicably admitting percentages of international students as "cash cows": students typically from Asia unprepared for international study who can – and do – provide revenue, filling university coffers until they ultimately fail and are sent home, leaving space for the next "herd" to enter. Headlines proclaiming this money-making scheme were abundant in the UK and Australia, but virtually no US publication would touch the issue.

Until the November 3, 2011 issue of The Chronicle of Higher Education published "The China Conundrum: American Colleges Find the Chinese-Student Boom a Bit Tricky," by Tom Bartlett and Karin Fischer. The authors state how colleges "have rushed to recruit in China, where fierce competition for seats at Chinese universities and an aggressive admissions-agent industry feed a frenzy to land spots on American campuses"

(2). Colleges can "adjust" to serve many low English proficient students, the article states; professors admit to changing their teaching styles. And students study to pass the TOEFL exam, (Test of English as a Foreign Language) the standardized exam needed for admission to American Universities. "They think the goal is to pass the test," says Patricia J. Parker, the assistant director of admissions at Iowa State. "They're studying for the test, not studying English" (5). In this, students' actual English proficiency skills fail to improve.

But what's to worry? The con is on in full swing. One Chinese student, after a year in an eastern university's English program, admitted in barely "serviceable" English that he "paid an agent about \$3000 to prepare him for standardized exams, fill out his application, and help write his essay in English" (8). When pressed regarding the topic of that application essay, the student could not remember.



Unfortunately, such stories are abundant. "An administrator at one high school in Beijing says agents falsified her school's letterhead to produce doctored transcripts and counterfeit letters of recommendation" (4), a con she discovered purely by accident when reviewing a former student's application packet with that student's parents. The stakes run high, as exemplified "by the provost of a large American university who wanted

to recruit 250 Chinese students" (10). Asked why, the administrator simply stated "a yawning budget deficit" loomed over his institution.

Con begets con.

Until the shell game gets called for what it is, certain "ethically challenged" parties on both

sides – institutions and students – will cheat. Indeed, abundant institutions care for and provide for their international students, supporting their efforts, standing behind them. Likewise, the far greater share of international students would never consider cheating in any way. Still, the cons muddy the waters for all – and that issue remains to be addressed.

DAKOTA TEST MEMBERS IN THE NEWS



Public Radio International: Learning the Language in North Dakota

In September 2011, Public Radio International ran a piece called Learning the Language in North Dakota by Jason Margolis. It centered on immigrant families in Fargo and the challenges they face learning the language and the culture. The story touches on the duties of the new cultural liaison officer in the Fargo police department, the gap between children and parents, and education for the parents. Here is a quote to whet your interest:

"The kids get to know the language and the culture, before the parents do. And the parents are terrified," said Vonnie Sanders, who directs the English language learners program for the Fargo School District.

For the full story, go to: <http://www.theworld.org/2011/09/learning-english-north-dakota/>

SIoux FALLS ARGUS LEADER

August 15, 2012

By Josh Verges

The Multicultural Academy in Sioux Falls New Sioux Falls School to Aid Immigrants, Refugees

A company hired last year to teach some of the city's most at-risk high school students will open a separate Sioux Falls school next week for immigrants and refugees.

Ombudsman Educational Services, based in Nashville, Tenn., will enroll 60 to 75 students in a new school at the city's Multi-Cultural Center downtown. [. . .] The Multicultural Academy is for students whose advanced age and limited experience with formal schooling or the English language make them highly unlikely to earn a diploma in a traditional high school by age 21. Ann Smith, the Sioux Falls School District's federal programs coordinator, said many refugee students enroll in school here with dreams of becoming "doctors and nurses and lawyers" and returning to help their home countries. But if they don't earn enough credits for a diploma in the school year they turn 21, they are not allowed to continue in school the next year. "It's really heartbreaking," she said.

Administrators hope the Multicultural Academy will help 17- and 18-year-old high school freshmen earn credits faster and get their diplomas. Each student at Ombudsman schools is assigned a computer to work independently at their own pace. Last year, the company consulted with the Global Institute for Literacy and Language Development to adjust its model for English Language Learners. The company chose Sioux Falls for a two-year pilot program.

"Hopefully, we can be successful, so they can roll it out to other parts of the country," said Marcia Gaudet, the new school's director.

Gaudet used to teach ELL students in Sioux Falls and was the public school district's ELL instructional coach the past two years before taking

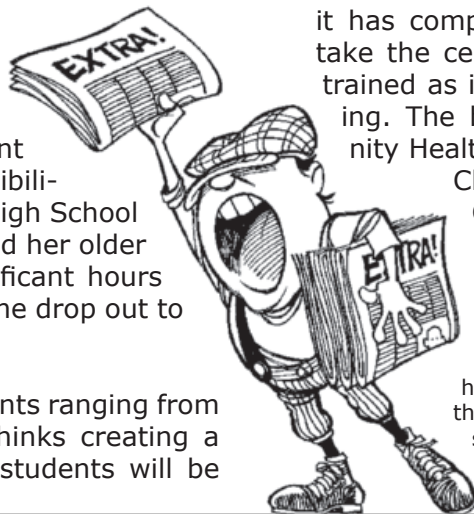
the position with Ombudsman. She said the Multicultural Academy's three teachers -- one for science, one for math and one for English -- also used to teach in the district.

The school day will be bookended by small group lessons, but otherwise students will mostly work on their own with the teachers available to help. "There'll be as much help as they need but they can go at their own pace," Gaudet said.

Meanwhile, students from Southeast Technical Institute will mentor the high school students to satisfy their own service learning graduation requirement. The school will operate in two four-hour shifts, the first group starting at 6:45 a.m. and the second at 10:45 a.m. But the school year will run through July 18 for a total of 215 school days, compared to 178 for traditional Sioux Falls schools.

One benefit of Ombudsman's short school days is they allow students to work significant hours or handle other responsibilities outside of school. Lincoln High School ELL teacher Amy Cleveringa said her older students commonly work significant hours while attending school, and some drop out to work full time.

Cleveringa's classes have students ranging from 14 to 21 years of age. She thinks creating a separate school for the older students will be good for everyone.



"I think it's more difficult sometimes for the older kids," she said. "It's disheartening when they realize they're not going to be able to finish." Smith said the ideal age for students starting at the Multicultural Academy is 17 or 18, and the school won't be a good fit for everyone. If they're older, they might be better off dropping out and enrolling in Southeast Technical Institute's GED program.

However, Gaudet said Tuesday that she was in the middle of enrolling a 20-year-old student from Lincoln High School. "They might not get it finished, but we will do our best," she said.

The Multi-Cultural Center was a good fit for the new school for a variety of reasons. It's in central Sioux Falls and accessible by city bus, and it has complementary services; students may take the center's driver education courses, be trained as interpreters and get job skills training. The building also houses Falls Community Health. "It can be a one-stop shop," said Christy Nicolaisen, the Multi-Cultural Center's executive director.

source: www.argusleader.com

Editor's note: As of early September, director Marcia Gaudet reported that they have openings for 60 students this year, with the 6:45 session in high demand. Some of the students who work to support their families do love having a shorter school day.

WIDA STANDARDS UPDATE & CONFERENCES

By now, you may be aware that WIDA will soon release an amplification of its ELD Standards. What you might not know is that it's also hosting a series of conferences around the country allowing educators to explore the new publication. Dakota TESL's very own Marcia Gaudet will be a panelist at the Denver conference!

WIDA's vision for these conferences is for educators to gather and unite in building a plan for successful implementation of language development standards and enthusiasm for focusing on the needs of language learners throughout our educational communities. In addition to hearing exciting keynotes, engaging in activities, questioning a panel of local practitioners, and entering raffles, participants will:

- discuss how to infuse language development standards into their practice

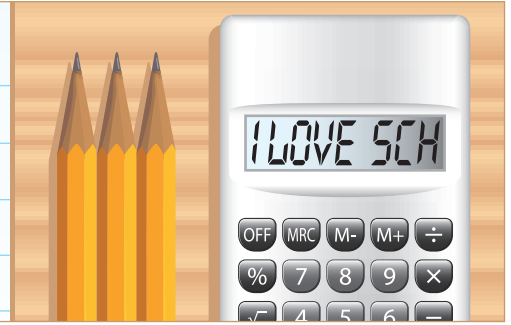
- explore connections to the Common Core State Standards
- reflect on the sociocultural context of classrooms
- connect with colleagues and other experienced educators

The conferences will take place in four cities around the country. The dates and locations are:

- August 9-10 in Madison, WI
- September 20-21 in Denver, CO
- October 25-26 in Charlotte, NC
- November 8-9 in Boston, MA

Registration is \$125, which includes breakfast, lunch, and snacks both days of the conference. Registration is already open and there is quite an interest, so if you would like to attend, WIDA encourages early registration. Learn more at www.wida.us/2012debut.

From the SD DOE State Office:



Title III & Migrant

The Title III and Migrant Offices held an ELL/Migrant Conference at Cedar Shores, Oacoma on June 20-21, 2012. The conference featured Dr. Sara Waring and Dr. Catherine Collier as key note presenters. Breakout sessions were provided by Dr. Waring, Dr. Collier, Cindy Niederbauer, Kelly McKay-Semmler, and Linda Reetz. The presentations focused on gv Instructional Strategies for teachers with Limited English Diverse Learners as well as a current LEAs experience with a growing population of English Language Learners and how a university has helped them to meet the challenging needs of their students. South Dakota is a member of the WIDA Consortium. As a member of this consortium, we are able to use the W-APT Identification Placement test and the ACCESS Assessment as our annual ELP assessment. We will be providing professional development opportunities to all LEAs in our state during the 2012-13 school year. This professional development will be conducted by WIDA trained staff. Here are the trainings that we have scheduled:

- **The More, the Merrier in Differentiating for ELLs** – Dec. 11, Ft. Pierre and Dec. 13 - Brookings
This workshop, designed as an introductory level training for content and ESL teachers in meeting the needs of ELLs, will provide teachers opportunities to explore academic language differentiation during content instruction and assessment. Participants will explore the use of WIDA's English language proficiency data and the CAN DO Descriptors.
- **The Implicit now Explicit? Introduction to the 2012 Amplification of the WIDA ELD Standards** – Mar 12, Ft. Pierre and Mar. 14, Sioux Falls
If you have experience with WIDA's English

Language Development Standards and were unable to attend one of the four WIDA Standards Debuts, this workshop is for you! Join us as we explore the differences between the 2007 and 2012 ELD Standards, the NEW elements of the 2012 edition, and how this release makes what was formerly implicit, now explicit for content and ESL teachers.

Shannon Malone
SD Title III Director
605.773.4698

ELL Consor- tium--ASSETS

The 29-state ASSETS Consortium was created through funding awarded by the U.S. Department of Education in September 2011 to the state of Wisconsin via an Enhanced Assessment Grant.

The funding awarded for the Assessment Services Supporting ELs through Technology Systems (ASSETS) project will allow the ASSETS Consortium to develop a technology-enhanced assessment system to assess the acquisition by English learners (ELs) of the academic English language needed for college and career success. While it will take longer than the four-year grant period to realize the complete vision of a national language assessment system that fully leverages technology, at the end of the 2014-15 school year the ASSETS assessment system will be a comprehensive system that is (a) technology-based, incorporating several major technological enhancements; (b) anchored in the established English language development (ELD) standards developed by the WIDA Consortium, which are aligned with the Common Core and other state content standards; (c) informed by rigorous ongoing research; and (d) supported by comprehensive professional development and outreach,

all of which will be developed within the framework of the multistate ASSETS Consortium. This new assessment will be administered in the 2015-16 school year.

The ASSETS assessment system will include:

- **English Language Development (ELD) standards;**
- **A common definition of English learner;**
- **English Language Proficiency (ELP) assessments;**
- **A computer-based summative test, ACCESS 2.0;**
- **A computer-based on-demand diagnostic (screener) test, the ACCESS 2.0 Screener;**

- **Computer-based interim assessments;**
- **Formative assessment resources;**
- **A training program for local scorers;**
- **Professional development and outreach materials.**

Any questions can be directed to Gay Pickner at Gay.Pickner@state.sd.us. More information will be posted to DOE's website.

Gay Pickner
SD DOE Director of Assessment
800 Governors Drive
Pierre, SD 57501
605.773.3247 (desk)
605.280.3613 (cell)



The Instructor Development Program (IDP) is an innovative professional development opportunity for instructors of adult English learners. The training experience is designed to support the professional development of new and experienced teachers alike. Most of the training takes place in Sioux Falls at the Refugee and Immigration Center (LSS of SD), but action research occurs in the teachers' own classrooms. This training experience is provided by the South Dakota Department of Labor and Regulation.

The IDP includes these exciting highlights:

- **A Language Acquisition Workshop**
This workshop puts the teachers in the students' shoes. Teachers who participate in the IDP are immersed in a second language lesson, such as Japanese. After the model lesson, the English teachers discuss how the Japanese teacher's methods impacted their own learning during the lesson. This enables the teachers to experience first hand how different instructional approaches might help or hinder language learning for their own students.
- **Mentoring from an Experienced ESL Instructor**

New and experienced teachers can benefit from mentoring, feedback and collaboration from another experienced teacher. Each participant in the IDP is given a mentor teacher. The participant will first observe the mentor teach, then collaborate to plan two ESL lessons and finally co-teach two ESL lessons with the mentor.

- **Feedback on "Your" Teaching**
Each participant's mentor observes him/her teach in two ESL classrooms. At the end of that day of training, the mentor provides written and verbal feedback to the instructor. The mentor also video records the participant teaching the lessons. The participants get to view their personal teaching video for self-reflective feedback.
 - **Simplified Action Research**
The participants in IDP also participate in a simplified action research project. They select a topic of interest to them, try a new strategy in their own classroom, reflect on the results and share what they learned with others in their professional community.



The program year was topped off with IDP participants sharing their own expertise at the annual Adult Education and Literacy conference,

Summer Summit. The action research topics included: How to Teach Beginning Literacy Students WH- Questions, Pre-Reading Activities: Using Realia in the Adult ESL Literacy Classroom; and Card Games for Vocabulary Development with Beginning ESL Students.

In addition to these four aspects of the IDP, other aspects include a presentation on cultural continuums, a workshop on lesson planning and presentations on ESL teaching methodology and effective techniques.

Here is some feedback from participants of the IDP:

"It was great...one of the best trainings of this type I've attended." - Jay

"Thank you again for the training opportunities. I learned much, and will incorporate this into working with the ESL students in the future!"

Please also thank (my mentor) for me. She is a great teacher and shared some cool ideas with me. Also thank the lady who gave me my first Japanese lesson! (I will have to admit I was still faking it by the end of that class!) (She is good teacher also...!)" - Carla

If you are interested in participating in the Instructor Development Program, please contact John Anderson at the South Dakota Department of Labor and Regulation at john.anderson@state.sd.us

By Laura Smith-Hill
Education Programs Coordinator
Refugee & Immigration Center, Sioux Falls

From a mentor teacher's perspective, the training is helpful in evaluating what I do in my class and why I'm doing it. We all know that we learn best when we teach others, so this is an opportunity to grow in the art of teaching.

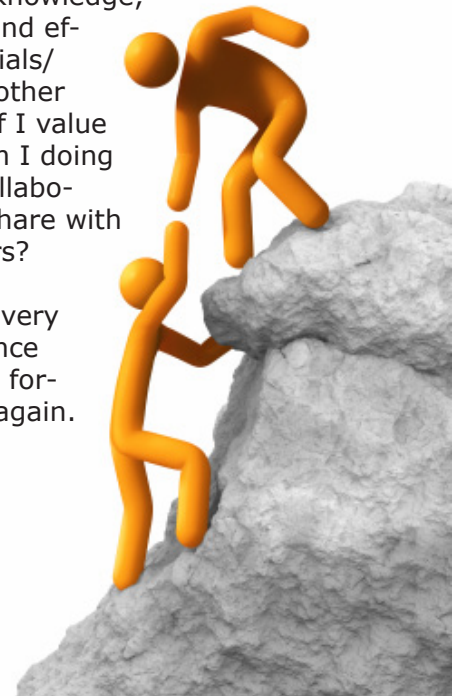
It's also a chance to collaborate with another teacher and get some new ideas into my classroom. While I am observing my mentee teaching, I can also observe my own students from a different perspective—an opportunity that

doesn't come around every day. It was fun to see another teacher enjoy my wonderful students.

As I was preparing to be observed the first day by my mentee teacher, and later as my mentee and I chatted about her experience, I found myself reflecting on my teaching and asking myself the following questions:

- Am I regularly, consciously practicing the good teaching techniques that I've learned, or am I coasting along as a teacher? Am I "playing it safe"? How can I keep improving as a teacher? What could I do to make this lesson even more effective? Would that be worth the extra investment of time and energy? (That answer was usually "yes"!)
- How many lessons do I have written down, step by step, in lesson plans so it's easily usable to a substitute, volunteer, or another teacher? How valuable is it to me to share my knowledge, experience, and effective materials/lessons with other educators? If I value that, what am I doing to actively collaborate and/or share with other teachers?

Overall, it was a very valuable experience and I am looking forward to doing it again.



By Amy Vander Lugt
ESL/Computer Instructor and Administrative Assistant.
Refugee & Immigration Center, Sioux Falls



North Dakota Department of Public Instruction



ACCESS Test Administration

Recently, I was reviewing data for a North Dakota English Language Learners Program (ELL) monitoring visit. I came up with two important ideas that I think we can use to inform our ACCESS test administration process.

ACCESS Test Administration: Are we allowing our students the full opportunity to show achievement?

The first thing that I noticed is related to the Tier placement for the ACCESS test. As you might know, the test administrator or test coordinator chooses which test (Tier A, B or C) to order and administer to each ELL student. The Reading and Listening tests are comprised of multiple choice questions, therefore there are scoring caps for Tier A and B. Tier A does not allow a student to score higher than **4.0** on the **reading** and **listening** tests. Tier B does not allow a student to score higher than **5.0** on the **reading** and **listening** tests. Although the exit criterion in North Dakota does not specify that a certain Tier must be used in order to exit, it is very difficult for a student to score high enough using a Tier B test to reach the exit criteria. Take a look at these examples using the subtest scores to create the Overall Composite score (all examples are using a Tier B test):

	Student A	Student B	Student C	Student D
Reading	$5.0 \times .35 = 1.75$	$5.0 \times .35 = 1.75$	$5.0 \times .35 = 1.75$	$5.0 \times .35 = 1.75$
Writing	$4.2 \times .35 = 1.47$	$4.8 \times .35 = 1.68$	$5.0 \times .35 = 1.75$	$5.4 \times .35 = 1.89$
Listening	$5.0 \times .15 = 0.75$	$5.0 \times .15 = 0.75$	$5.0 \times .15 = 0.75$	$5.0 \times .15 = 0.75$
Speaking	$5.6 \times .15 = 0.84$	$4.8 \times .15 = 0.72$	$5.0 \times .15 = 0.75$	$4.8 \times .15 = 0.72$
Overall	4.8	4.9	5.0	5.1

As you can see, students that have been "capped" at 5.0 in reading and listening have to score very high on the expressive domains of writing and speaking in order to achieve an overall score that would qualify them to exit the program. This would be very difficult, given the usual progression of language acquisition.

We can use previous years' ACCESS scores or W-APT/MODEL screener scores to help us determine how closely to the reading and listening score caps a student is approaching. If a student is within one level of the cap, we should use the next Tier up. For example, if students scored 3.2 in reading, we should not give them an ACCESS Tier A (which caps at 4.0) the next year. We would anticipate that their proficiency in reading grew over the course of the year and we should administer at least a Tier B test (which caps at 5.0). Students who are given the wrong tiered test may not have the opportunity to show us what they know and can do with language proficiency when they score at the ceiling on a Tier A or B test.



We can expect that a small number of students will gain language proficiency so quickly that we occasionally make the wrong choice for a student. However, in looking at 2011-12 North Dakota ACCESS testing data for Tiers A and B, **20.1%** of our students capped out in **listening** and **14.1%** in **reading**. In some districts, more than 50% of students capped out in one domain. These percentages are much too high. We must use what we know about a student to help us choose the proper assessment. The consequences of giving the wrong test could affect district level AMAO determinations and the individual student level for English Language Proficiency (ELP) growth and possible exit from the program. This alarming data begs the question: Are we allowing our students the full opportunity to show achievement?

ACCESS Test Administration: How confident are you about your Speaking scores?

The second part of my exploration into data that day came after sharing some ACCESS scores between districts for transferring students. As I was reading the speaking scores aloud, we noticed that four of the five students had very high **speaking** scores compared to the other three domains (**reading, writing and listening**). This was suspicious, since it is more typical for students to gain proficiency in receptive language (reading and listening) before expressive language (writing and speaking). Speaking is also the only subtest that is scored by the test administrator on the ACCESS test. The other three ACCESS subtests are centrally scored at Metritech.

In order to study this issue further, I started with the ACCESS speaking scores that were a 5.0 or higher. From that list, I looked at the number of test records that showed reading, writing and listening all below a 4.0. This would show students who were able to use academic language to speak at one level or greater than they could read, write and listen, which would be suspect. We will call this group "suspicious speaking."

We could expect that a small percentage of students falls into this "suspicious speaking" category. In fact, in North Dakota, 3.6% of students who ACCESS tested in the 2011-2012 school year have "suspicious speaking" scores. However, when we look at district level data, there are districts that have more than 25% of their ACCESS tested students with "suspicious speaking."

In addition to using the ACCESS test file, another way that districts could study this data is by looking at the confidence bands in the speaking test on the ACCESS teacher reports. Larger bands indicate a lower level of confidence about the speaking score.

As ACCESS, MODEL and W-APT test administrators, we need to be sure that we are going online to retake the speaking quiz on the WIDA training website every other year (North Dakota requirement). Additionally, districts may want to raise the speaking requirement and have teachers take the quiz every year if they see discrepancies in their scores. How confident are you about your Speaking scores?

As we monitor ELL programs in North Dakota, the monitoring team will be looking at these issues to determine whether or not a district or consortium is properly administering the ACCESS, W-APT and MODEL assessments. The ELL Programs office will also focus more attention during trainings and in our communications regarding Tier placement and speaking test scoring. Please share these topics with your colleagues and fellow test administrators to ensure that you are correctly administering the WIDA assessments.



Unit/Staffing Changes: This past year, the ELL program office was moved into the Title I unit at the Department of Public Instruction. We have increased the collaboration between the Title I and Title III/ELL program and schools will start to see the benefits of this new arrangement. Since the two

programs share so many students (85% of ELLs qualify for Title I) and we have similar academic goals (many non-ELL Title I students also need academic language instruction) this will be a benefit to both programs. Lodee Arnold is an Assistant Director in Title I working part time with schoolwide Title I programs. Lodee will spend the other half of her time working on ELL assessment and AMAOs. Cheryl Moch retired on July 31, 2012. Therefore, Jill Frohlich will be helping support the ELL program and Patty Carmichael will be assisting with all things fiscal.

Program Data: The overall number of ELLs in North Dakota has dropped during past few years. This may be a result of a more systematic approach in the identification of Native American ELLs as well as the automation of the exit process in STARS. We can be proud that ELL students in North Dakota are exiting the program at a state average rate of 14-17% from 2008-2009 to 2011-2012. However, during this same time period the number of school districts enrolling ELLs has increased. We anticipate that more than 71 public school districts will have at least one ELL student enrolled for the 2012-13 school year (approximately ten more districts than 2011-12). With more school districts in North Dakota growing in their culturally and linguistically diverse student populations, it is an exciting time to work in the field of ELL.

AMAO News: The AMAOs for the 2011-2012 school year will be calculated at the beginning of September. Districts who do not meet the AMAOs for two or more years are required to attend training. Information on upcoming training can be found at: www.dpi.state.nd.us/bilingul/standards/index.shtm. Although some schools are required to attend data or standards training, all schools are invited to participate.

Monitoring: The North Dakota ELL Programs Monitoring Team visited West Fargo Public Schools and Fort Yates/Standing Rock Schools during the 2011-2012 school year. The new monitoring tool includes indicators for state and federal compliance as well as best practices. Districts can use the monitoring tool as a self assessment of their programs to ensure compliance and to assist in continuous improvement. The team will be visiting MREC (Bismarck, Solen, Selfridge, and White Shield), GNWEC (Williston and Minot areas) and Belcourt Schools during the 2012-2013 school year.

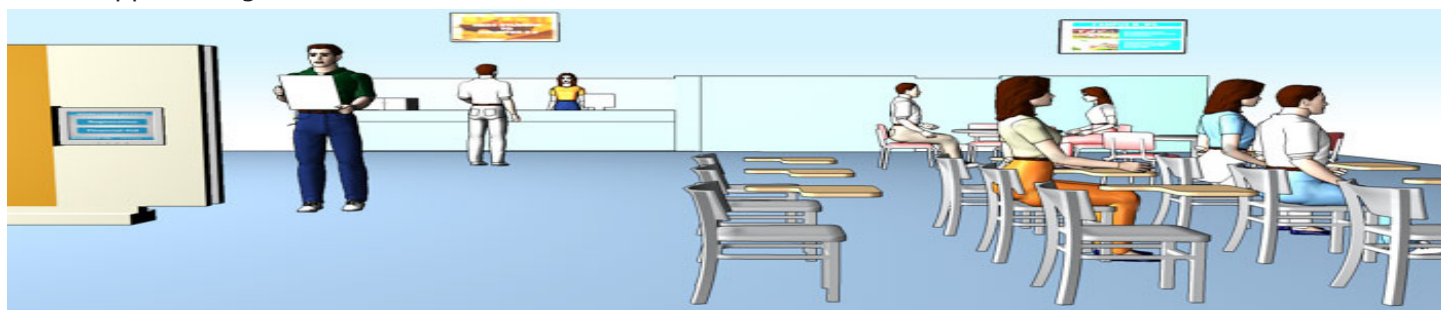
Training: ACCESS Test Administrator Training will be held on October 31, 2012 at the Holiday Inn in Fargo following the DakotaTESL Annual Conference. Register now at: www.surveymonkey.com/s/Q36PQGC. There is still time to sign up for the 2012-2013 session of North Dakota ELL Program Bootcamp. This webinar series covers 15 topics related to the local ELL programs. Credit is available. Participants can attend live or watch the recorded session. For more information, visit: www.dpi.state.nd.us/bilingul/opportunities/bootcamp.pdf. Please email Kerri if you are interested in an online book study on Wednesdays at 3:00 PM. We will be discussing the text from California Department of Education: Improving Education for English Learners: Research-Based Approaches. Thank you for all of the hard work that you do in assessing, educating and advocating for English Language Learners! If you have any questions about ELL Programs in North Dakota, please contact:

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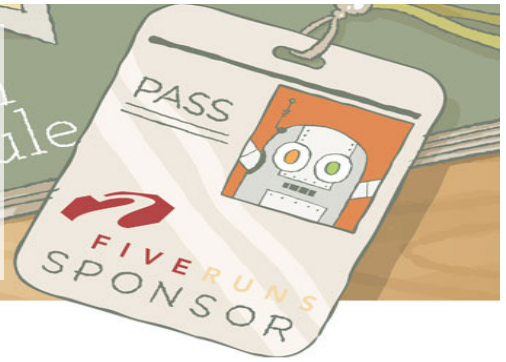
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CLASSROOM, COMMUNITY, TEACHER:

Coming Together, Working Together



Events

Date: October 29th and 30th
Location: Holiday Inn, Fargo, ND

The annual Dakota TESL conference will take place October 29-30 at the Fargo, ND Holiday Inn. The conference will feature sessions for K-12 and higher education professionals. Participants will have the opportunity to enroll in specialized workshops presented by the Center for Applied Linguistics Solutions Educator Lisa Tabaku. On Monday, October 29, she will present Helping Elementary Level English Language Learners

Through Academic Literacy Development. On Tuesday, October 30, she will offer the workshop Facilitating Comprehension in the Content Areas, Grades 6-12. What's the Difference for English Language Learner Students? Enrollment is limited. Concurrent sessions will feature presentations on Native American Education, mentoring, inclusion, ELL classroom management, working with students abroad and immigration law.

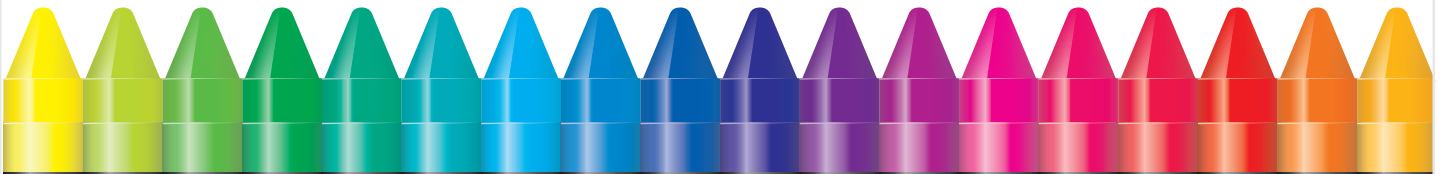
Links to register may be found on the Dakota TESL website page: <http://dakotatesl.com>

Dakota TESL takes a stand!

Check out President Marcia Gaudet's Dakota TESL Position Statement:

Recommendations to the South Dakota Governor on Education Improvement As They Pertain to English Language Learners dated February 1, 2012. In the statement, Marcia discusses the need for adequate funding and support for ELLs, referring to the legal obligation the state has to properly educate ELLs and the need for professionally trained ESL teachers. You will find it on our website at www.dakotatesl.com

TESOL INTERNATIONAL ASSOCIATION AFFILIATE UPDATE



By Laura Smith-Hill
TESOL Liaison

Dakota TESL is celebrating its three-year anniversary as a TESOL affiliate! Some exciting benefits come with this affiliate status. Dakota TESL is able to request a TESOL speaker to present at our annual conferences. Of course, we have to plan ahead – these requests must be

made at least one year in advance!

Dakota TESL members may be eligible for a complimentary TESOL membership. As an affiliate, Dakota TESL can distribute seven free TESOL memberships for new TESOL members, or people who have not been TESOL members for at least five years. If you are a current Dakota TESL member and you are interested in a com-

plementary membership please contact your TESOL Liaison, me, at laura.smithhill@lsssd.org or 605-731-2040.

Other benefits support the Dakota TESL officers and board: networking with other affiliate leaders at meetings and on discussion lists, partnership opportunities with other affiliates, conference promotion and consultant services to help guide and grow Dakota TESL.

The greatest benefit of our affiliate status is being a part of something even bigger than the Dakotas! We have fellow affiliates all over the nation and across the globe. You can catch up on our fellow affiliates in far-away places such as Japan, Nova Scotia and the Republic of Georgia. Just check out the TESOL Affiliate News at: <http://newsmanager.commpartners.com/tesolalc/issues/>.



**By Ivona Todorovic
Red River High School, Grand Forks, ND**

After I received ACCESS scores in May, I noticed that the majority of my students made only small gains in listening and speaking. I wanted to tackle that problem starting with summer school as it seemed too long to wait until August to start. In our district we have a very strong Summer Performance Arts (SPA) program which has been running for years. I met with SPA directors Brad Sherwood and Dean Opp at Red River High School (Grand Forks Public Schools) to brainstorm different ideas of how SPA could help our ELL students. I wanted to include all my students coming to summer school, but that number reached 36. I could not teach 36 students in one room, especially ELLs who are at different language proficiency levels with a variety of educational and academic backgrounds. So, we decided to hire a music therapist, Natasha Thomas, former SPA student and mentor with a rich background in music and dance, to work with ELLs.

We divided the students into two different groups by levels of proficiency. I would start with one group and work with them on reading and writing skills in the realm of English Language Development (ELD) and at the same time Natasha Thomas would work with the other group on speaking and listening skills. I explained to Natasha, who herself has a diverse background (both parents are native Jamaican), that I wanted my students not just to gain the

proficiency in all four skill areas but to become more familiar with the culture of English. Lack of familiarity with the culture has been shown as a barrier to understanding many written texts, even the ones designed specifically for ELLs new to the language and culture, the ones we call "hi interest - low level." Even with these texts, the pragmatic side of the language was difficult for my students.

We met and started planning. I drew up a list of all the phonetic difficulties my Nepali, Somali, Chinese, Mexican, and Vietnamese students have while speaking and listening. Also, we discussed how we could incorporate dance, music, and drama in order for my students to enjoy themselves while learning. Natasha came up with many interactive games that required movement, singing, and dancing. Every week they focused on specific speaking and listening goals while also learning about dances, American music, classical music, instruments, and EVEN how to play guitar and drums. We tried to use the components from collectivist cultures (oral story telling, music expression, dance, instruments, etc.) to literally "hook" them into understanding and even agreeing that they can have fun and at the same time learn the unfamiliar - while using familiar ways and multiple intelligences.

It was hard for them to make the huge paradigm shift coming from education systems that are competitive, unfair, and still focused on physical punishment to instill respect towards teachers and knowledge. Even so, right



away at the end of the first week of the summer school we saw the progress. Even the students who always had a hard time focusing and being attentive seemed to be happy. They seemed to be revealing more and more qualities that would have stayed hidden behind their uncertainty if we hadn't shown them how to express themselves and learn the language using familiar strategies. They learned how to play the song Boulevard of Broken Dreams by Green Wave, performed drama using tables, chairs, and rolls of toilet paper, danced different dances and told stories with their bodies. They also listened for unfamiliar sounds and started recognizing them using drums, body movement, games, and many other familiar ways.

These summer students grew to love coming every day to SPA and actively took part in all learning activities. Many shy girls became more open and felt encouraged to talk more and express themselves. Each student had a chance to participate and create something on her/his own. At the end of the summer school, we put a program together and showed what we worked on to our UND friends. We had an amazingly successful first year of this new ELL Summer Performance Program and I cannot wait until next summer to

make it even more successful. To be honest, my students cannot wait either; they have already asked me if we are having ELL SPA next summer because they are ready to write a song for our school Building Bridges club. But that is another successful story that I will share with you another time!



Student drummers in the final performance of the Summer Performance Arts program in Grand Forks



The energy level is high in this Summer Performance Arts class for ELLs in Grand Forks

Reflections on the 2011 Closer Connections Conference

Last fall I had the wonderful opportunity to be a part of a guiding team of educators who worked together to put on the 2011 Closer Connections Conference, held in Sioux Falls on October 3-4. The Closer Connections Conference was jointly hosted by Dakota TESL and Lutheran Social Services of South Dakota, and the members of this guiding team were a combination of people from both of those entities, led by Marcia Gaudet, Dakota TESL President-elect. Each member was passionate about putting on a conference that would bring educators and social workers across North Dakota and South Dakota together to encourage each other and have the chance to expand their knowledge about refugees and teaching English.

The theme of the 2011 conference was "Together for a Better Life." Some of the highlights of the conference were an ethnic fashion show highlighting fashions from countries such as Sudan, Burma, and Eritrea, hearing from David Jal a

firsthand account of what being a refugee is like, and learning about working with students who have experienced trauma from Dr. JC Chambers. Conference participants also had a chance to choose from a list of breakout sessions throughout the day that were more specifically geared to different types of ESL populations and settings. There were sessions for K-12 educators, adult educators, and social workers. There were also cultural panels highlighting specific refugee groups.

My job for the conference was to be a recruiter for Dakota TESL, an organization dedicated to support those who work with English language learners. I sat at a table in the main hallway and helped people renew their membership or become new members of Dakota TESL. While sit-



ting at this table, I was able to watch people from all different backgrounds coming together to celebrate and learn more about working with ethnically and linguistically diverse groups of people. Somewhere through the process of watching all those people, the thought came to me that here was the true purpose of this conference - giving people a space to voice their thoughts, learn from each other, and build connections with each other so that together we truly can make a better life for those we work with. I came away from this conference excited about my role in teaching children English. I hope that you will consider attending this year's Closer Connections Conference in October in North Dakota where I know that you will find like-minded people and many opportunities to connect and grow.



Caption:

Dakota TESL Conferences mean all sorts of networking opportunities: Laura Smith-Hill, Spring Intitute presenter Barbara Sample, Mejai Avoseh and Missy Slaathaug enjoy dinner together after a busy day at the 2011 conference. Missy is showing the gorgeous decorative henna design she had done by one of the Sudanese ladies at the conference during break.



UPDATES ON ELL ISSUES *from Our Nation's Capitol*

By Mari B. Rasmussen
George Washington University

Greetings from George Washington University in Washington, DC!

I am still a Dakotan at heart, but, currently, as many of you know, working for the National Clearinghouse for English Language Acquisition (NCELA) with George Washington University. NCELA is funded through the United States Department of Education to provide services for school districts and states serving English Language Learners (ELLs).

Washington is a busy town with lots of things going on. National organizations have their offices here. There are centers for ideas, policies and initiatives. There are government offices. And then, of course, there is Congress.

Those of us in education have our eyes on Congress these days, waiting for news on the reauthorization of the Elementary and Secondary Education Act (ESEA). Well, we may have to wait a little longer since many legislators are putting time in on the campaign trail and, major bills, such as ESEA, are on hold for a while. This is actually good news, though, since most of us are pretty busy folks and need a little more time to bone up on the issues, review the draft bills and figure out how to put our "two cents" in the mix.

And, of course, those of us in ELL education, feel like we are even busier than our colleagues because of all the challenges (and joys, of course!) with this population of students. We sometimes wonder where the heck we are ever going to get the time to advocate. But, the darn thing is, not only are we the ones that know what is needed, we are probably the only ones who will advocate. So, to help all of us well-intentioned ELL and bilingual educators who want to do our best for our linguistically/culturally diverse students, here is a brief summary of ESEA and an update on its current status.

ESEA was first passed in 1965 by Congress in response to civil rights efforts, with the goal of equalizing educational disparities among children from lower socio-economic conditions. This Act has been reauthorized on a regular basis and has included various programs - all related to the basic concept of assisting states in providing educational opportunities for all students in elementary and secondary education.

Funding for ELLs was introduced in 1968 as part of the Bilingual Education Act, Title VII, of ESEA. Title VII was changed in the 2001 reauthorization to Title III - "Language Instruction for Limited English Proficient and Immigrant Students." The new legislation focused on English language acquisition rather than bilingual education; in



addition, the new program set up formula funding that flowed through state education agencies instead of the previous system of competitive grants to school districts. This iteration of ESEA, called the "No Child Left Behind Act" (NCLB) also introduced an accountability system for ELLs in that states were required to establish English

language proficiency standards, assess students against those standards and report on progress in meeting standards and objectives.

NCLB is long overdue for reauthorization and there have been a number of recommendations

by educational advocacy groups submitted to legislators. Legislative committees have worked on sections of the legislation, but there is currently no bill draft that is in shape to be considered. It is not likely that there will be any movement on the legislation until after the elections and it probably will not be until 2013 that legislators will get serious about it.

So now is a great time to review recommendations from other educational organizations and figure out what is important to include for ELLs in the next legislation. NCELA has a page devoted to reauthorization at http://www.ncelea.gwu.edu/content/2_esea_reauthorization which can help you with this challenge. It includes links to the United States Department of Education document on reauthorization with a separate document outlining recommendations specific to ELLs. There are also position papers and recommendations from policy groups and organizations. There is still time to draft a Dakota TESL position paper. Let's work together to make sure ELLs are represented appropriately in the next version of ESEA!

Dakota TESL Officers

Nov. 2011 - Oct. 2012

HI
my name is:

Karen Midgarden,
President-elect
Karen.j.midgarden@sendit.nodak.edu

I am the ELL specialist for nine rural northeastern North Dakota school districts. I case manage about 150 students annually; approximately half are the children of migrant agricultural laborers who travel between North Dakota and Texas or Mexico with the seasons. I hold a BS in Vocational Home Economics Education from NDSU, a Special Education Learning Disabilities M.Ed. from UND, and an ELL credential from VCSU.

HI
my name is:

Marcia Gaudet,
President
Marcia.Gaudet@k12.sd.us



I am the Director of the new Sioux Falls Multicultural Academy, an alternative high school program for older ELLs. I have served as the K-12 ELL Instructional Coach for the Sioux Falls School District, taught ELL K-12, including teaching experience at Tianjin International School in

China. I also serve as Adjunct Faculty at Augustana College in Sioux Falls, where I teach English as New Language (ENL) Endorsement Classes for the College of Education. I have worked with the South Dakota Department of Education in the development of the ELL Handbook and on

various other SD State ELL projects. My Bachelors in Education is from the University of Iowa, and my Masters is from the University of Wisconsin Oshkosh in Educational Leadership, with a specialization in Teaching English as a New Language.

HI
my name is:

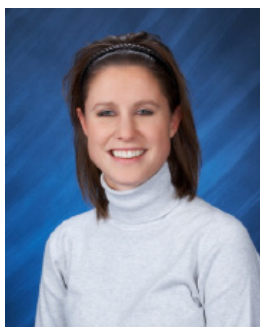
Ione Seidlinger,
Secretary
ione.seidlinger@gfschools.org



I have been involved with ELLs in the Grand Forks schools for the past ten years. I began with my first ELL student when he was a fourth grader in elementary school, which led to tutoring ELL students at middle school. That resulted in an offer to come to Red River High School and I now work with high school ELLs where the challenges and rewards abound daily. On a side note, I taught that first student at different levels until he graduated from high school and he still comes to me for help with his college papers.

HI
my name is:

Katie Erickson,
Treasurer
kerickson@west-fargo.k12.nd.us



I currently teach at the Osgood Kindergarten Center in West Fargo, North Dakota. I teach a newcomer kindergarten class, as well as work with English learners in mainstream classes. I hold a B.S. in elementary education with a minor in mathematics from UND, an ELL teaching endorsement, and an M. Ed. in elementary education from

UND, where I taught second grade in the Resident Teacher program. I am also currently in my third year as a Ph.D. student in the Teacher Education program at UND.



HI
my name is:

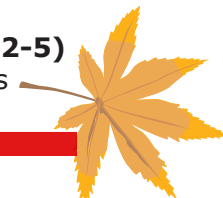
Jill Shafer,
Adult Education Representative
jill.shafer@und.edu

I have a Ph.D. from Texas A&M University in Adult and Extension Education. I have been in the field of ELL Education for the past 12 years, beginning with teaching English in Uzbekistan for a year. I currently direct and teach in the on-line M.Ed. and Certificate English Language Learner Education Program at the University of North Dakota. I also teach Multicultural Education to our pre-service teachers.



HI
my name is:

Heidi Knudsen,
Elementary Education Representative (Newcomers 2-5)
hknudsen@west-fargo.k12.nd.us



I have a Bachelor's degree in Elementary Education, with an ELL endorsement. I have been teaching 2nd – 5th grade ELL Newcomers for 4 years, and am currently teaching a 4th -5th grade Newcomer class at Westside Elementary in West Fargo, North Dakota. I taught 6th grade for 10 years in Devils Lake before moving to West Fargo. I live with my husband, Nathan, and two boys, Caleb and Wyatt, and a little one on the way.

HI
my name is:

Brandy Pihlgren,
Secondary Education Representative
brandy.pihlgren@gfschools.org

I have a Master's Degree in Reading Education, with a ND Certification in ESL. I have taught ELL middle school summer school for the last four years at South Middle School in Grand Forks, ND; I teach 8th grade English and 7th grade Literature during the school year. For two weeks in 2011, I visited Bulgaria as a U.S. Exchange Teacher. This past summer, I worked with teachers from Turkey as the Lead Mentor Teacher. I enjoy learning about and working with people from other cultures!

HI
my name is:

Monica Hendrickson,
American Indian Education
Representative

Monica.C.Hendrickson.2@sendit.
nodak.edu



I have a Bachelor's Degree with a Major in English. I have been in the field of education since 1974 (with one year retired). I am currently teaching Freshman English Language Arts at Four Winds Community High School in Fort Totten, North Dakota. This is my third year working with the ELL Program in our

school.

HI
my name is:

Mae Lindenberg,
Migrant Education
Representative

Mae.Lindenberg@sendit.nodak.edu

I have a Bachelor's in Elementary and Middle School Education, a Master's in Education and endorsements in ELL and Early Childhood Education. I have taught for over 28 years in the Grafton, North Dakota school district. Currently I am in my 5th year of teaching English Language Learners. I have been on the ELL Program Advisory Committee for the past two years and will continue this year representing the migrant population. During the past 11 summers I have been the Program Coordinator for the Grafton Summer Migrant program.

HI
my name is:

Laura Smith-Hill,
TESOL Liaison
laura.smith@lsssd.org

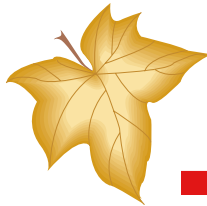


I involvement with Dakota TESL has been one of my passions for the past six years! I have been a representative for Adult Education and now am a proud Past

President and TESOL Liaison. I love to stay involved in professional development for English language instructors. I coordinate the Education Program for adult learners at The Refugee and Immigration Center (RIC), a program of Lutheran Social Services of South Dakota. Fourteen years and counting, I have been an English language instructor; for the past eleven years I have been thrilled to teach thousands of individual students from over 30 different countries. Gotta love this field!!

HI
my name is:

Daniel Flyger,
Hutterite Colonies Representative
Daniel.Flyger@k12.sd.us



I have spent nearly thirty years teaching in a multilevel, rural school setting, having taught all levels grades K to 8 in one room at the same time. For the past 25 years I have been an instructor at Oaklane Colony near Alexandria, SD where I currently teach fourteen ESL students in grades K to 4. I am also pastor of a small church, a farmer, an avid gardener, and my wife, Veda, and I have seven children and one grandchild. Besides serving on Dakota TESL, I also serve on the boards of the Turner County Fair, the Southeastern South Dakota Gospel Singing Convention, and the SoDak Stamm Society of Germans from Russia.

