

Dakota TESL



Classroom, Community, Teachers—Coming Together, Working Together



*Greetings from the 2012-2013 Dakota TESL President
Karen Midgarden, Hoople, North Dakota*

Almost two hundred enthusiastic educators and leaders filled the halls of Fargo, North Dakota's Holiday Inn for the Fall, 2012 Dakota TESL Conference on October 29-30, 2012. Teachers and administrators from North Dakota, South Dakota and Minnesota attended. The conference alternates sites annually and the North Dakota planning committee did an outstanding job in their preparations for this continuing education event.

Good educators know that a teacher not only has a duty to educate his/her students, but a duty to educate fellow educators as well: sharing expertise, research and strategies. A wide range of individuals work with the ELL population of the Upper Midwest. Higher education professors, K-12 educators, adult education professionals, human service agencies, community leaders and volunteers all attended and participated in the Dakota TESL conference as active supporters of ELLs. This diverse group shares several goals:

- *to meet the educational needs of the English Language Learners in our communities*
- *to welcome newcomers to the United States*
- *to support families as they learn to be productive citizens of their communities*
- *to ensure cooperative community support for English language learner families*

Kerri Whipple, Assistant Director of ELL Programs for North Dakota's Department of Public Instruction, invited a representative of the Office of Civil Rights to keynote the meeting. Addressing the group at the kick-off breakfast, Tamar Perry, OCR attorney, updated conference participants on the latest legislation and legal findings impacting ELLs and those who work with them as

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A fortunate group of educators signed up for Lisa Tabaku's targeted sessions for elementary and secondary educators. Ms. Tabaku works for the Center for Applied Linguistics in the Washington DC area. Hurricane Sandy was threatening as the presenter made it out on one of the last planes to leave the East Coast. Safely arrived in North Dakota and demonstrating her devotion to her craft, Ms. Tabaku kept in contact with her family while providing a quality educational experience for those attending her workshops.

A curious conference audience listened to a Monday noon presentation by two educators, Vincent Genareo and Jill Shafer of the University of North Dakota. In separate presentations, they shared data about the tremendous impact developing the Bakken oil formation in western North Dakota is having on its old and new citizens, communities and educational institutions.

The North Dakota Conference Planning Team deserves accolades for the fine event they planned and facilitated. Team members were:

- *Kerri Whipple, North Dakota Department of Public Instruction, Assistant Director ELL programs*
 - *Katie Erickson, West Fargo Public Schools ELL Instructor, Dakota TESL Treasurer*
 - *Ione Seidlinger, Grand Forks Public Schools ELL Staff, Dakota TESL Secretary*
 - *Vonnie Sanders, Fargo Public Schools, ELL Director*
 - *Nicole Manson, West Fargo Public Schools, ELL Coordinator*
 - *Ivona Todorovic, Grand Forks Public Schools ELL Instructor, Dakota TESL Past-President*
 - *Karen Midgarden, North Valley Career and Technology Center, Area ELL Specialist, Dakota TESL President-Elect*
- The Dakota TESL meeting, held in conjunction with the conference, provoked lively discussion about ensuring the future of the organization. With over one hundred members, the chapter appears to be maintaining its role as a vital support for ELL educators in the Dakotas*



David's Journey

öMoved to tears. Inspirational. Heartwarming. Such courage and faith under difficult circumstances.ö - Comments overheard from the audience who listened to the luncheon keynote speaker David Jal address the Dakota TESL conference participants on October 30, 2012. Jal, now a resident of Sioux Falls, SD is one of the Lost Boys of the Sudan. Conscripted into the army at age eight and confined to the refugee camps of East Africa for ten more years, he eventually made his way to South Dakota where he received a Bachelor's Degree in social work from the University of South Dakota and a Master's Degree from the University of North Dakota. He is now employed as a probation officer in Sioux Falls. Jal's village, Khor Wakow in South Sudan, continues to suffer from the two decades of civil war that have devastated a nation and its people. To assist in building a school in Khor Wakow, Jal co-authored the children's book, *David's Journey*, which tells his life story. All proceeds from the book directly benefit the school construction project, which includes the drilling of water wells and manual corn grinding mills for the people of Khor Wakow.

The Khor Wakow website is: www.khorwakowschoolproject.org
Email: david.jal@khorwakowschoolproject.org

Something New at Migrant Summer School



Students' artwork to be featured at open house July 17

By Sue Matcha

Walsh County Record July, 2012

Chatter and laughter can be heard throughout the hallways every afternoon at Century Elementary School in Grafton. The Grafton Migrant Summer School students don't hesitate to show their excitement and anticipation as they enter the art classroom, wondering what their weekly lesson will be. The art program is new to migrant summer school this year and, although some of the students weren't too fired up about the class at the beginning of the summer session, it quickly became a favorite among many of the 108 K-12 students enrolled in the summer program.

Mae Lindenberg, Grafton Migrant Summer School project coordinator, saw a need for the class last year and worked to fit the needed supplies into the budget and the hour-long classes into the afternoon schedule. "We are so focused on math and reading that art has been put by the wayside," Lindenberg commented. "Yet, art can be used to help children learn. It has been such a motivator for the students."

Lindenberg requested Penny Haselmo teach the art class. Although she is not a trained art instructor, Haselmo taught elementary education in California at a Montessori School and has a true flair for art.

The class was geared as an enrichment art program and the atmosphere in the classroom is high energy, often with Spanish music playing in the background. Haselmo began the class with technique instruction geared for each grade level from kindergarten through senior high. When her lesson was done, the students were allowed to explore their own creativity with each project, expressing their style with a variety of colors and mediums. Haselmo commented that the Hispanic culture is very artistic and colorful. Her students loved their art and loved seeing it on display.



Lucia Garza, left, and Karen Garcia hang artwork in the hallway at Century Elementary School in preparation for the Grafton .

The young artists have learned from their instructor that if they are going to publish their work for others to enjoy it has to be worthy of displaying.

Every piece of artwork the students had created has earned a place on the walls of the school's hallways. At the end of the summer school program, each student created a portfolio of their art work.

If the comments of the fifth and sixth grade students in Haselmo's class on Friday afternoon reflected the opinions of the entire student body, then art class was on their A-list. "I like art better than any of my classes," Norelee Rodriguez said. "Our teacher shows us what to do, then we can do everything in our own style. We can express ourselves through our paintings."

"I like how we can do our drawings and paintings different than what our teacher tells us," Jacquelyn Pompa added. "If we didn't have art class, I would really miss it." For Fernando Escamilla it's all about variety. "I like to draw and design and I try to draw new things," he commented. "Every time we go to art class it's something new." Haselmo said she is not passionate about art in itself, but in the art of learning. For her, it is all about her students and helping to bring out their creative ability. "If you put a paintbrush in the hand of a child, there is the ability to do a project," she remarked. "There is no greater compliment than to help a student produce a product then hear them say 'I am really good at this.'"

A Grafton Migrant Summer School open house was Tuesday, July 17, during regular school hours from 8:30 a.m. to 3 p.m. The open house included an art show featuring the projects the students have completed in art class.

The classrooms were open for parents to visit with instructors and students and the artwork was on display in the hallways. The public was invited to stop by and view the art projects.



Working on a reverse drawing Friday in art class are, from left, Jacquelyn Pompa, Edgar Gonzalez and Fernando Escamilla.

Trip to Texas



By Karen Midgarden

Two Red River Valley educators enjoyed the opportunity to visit their migrant students at Texas schools during a trip to the Rio Grande Valley sponsored by a grant from Grafton, North Dakota's North Valley Career and Technology Center. Mae Lindenberg, Grafton Public School ELL Coordinator/Summer Migrant School Director, and Karen Midgarden, Area ELL Specialist, toured schools and met with administrators, faculty and students. They experienced the area's sights and sounds.

The opportunity to make this trip arose from discussion about the unique difficulties that migratory students and the schools which serve them encounter, including:

- *timely school records transfer
- *course sequence differences
- *travel time gaps in attendance
- *special education
- *attendance requirements for promotion in ND, TX, Mexico
- *credit requirements for high school graduation in ND/TX

La Joya and Rio Grande City classify themselves as rural according to Lindenberg and Midgarden. They learned that these rural schools have enrollments of 1200-1500 students in grades 9-12. One Rio Grande City, Texas/St. Thomas, North Dakota student explained, "I still get lost in the halls here [in his Texas high school]. The kids don't believe me when I tell them my class in North Dakota has only five students and our whole school is in one building with fewer than one hundred students in twelve grades and kindergarten."

La Joya and Rio Grande City school districts include Migrant Student Service Offices and staff. About ¼ of the students in each district migrate. Mae Lindenberg explained, "The Texas schools have students traveling to follow the crops in all parts of the continental United States throughout the academic year. North Dakota migrant students attend for about two months in the spring, summer school and two months in the fall."

The high school years present unique challenges for students determined to graduate. Midgarden and Lindenberg learned that some students stayed with relatives to be able to remain in the Texas school system while the rest of their families went to Mexico.

The teachers visited McAllen stores selling Quinceañera supplies. Many North Dakota girls return to Texas for this special fifteenth birthday celebration. They were guests at the Rio Grande City School District's Holiday Mariachi Band Concert.

North Dakota Department of Public Instruction – Program Updates

Program Data: In reviewing the linguistic diversity in our state over the past few years, Spanish has been in the top 5 languages following the national trend. In the 2011-12 school year, Spanish rose to the top language of the ELL students in our state representing about 19% of our ELL population. Nepali and Somali languages also look to be reaching the top 5 ELL student languages for the 2012-13 school year (based on preliminary enrollment data). As we refine our ELL student data with a more systematic approach in the identification of ELLs, we have observed a decrease in the overall number of ELLs in our state. However, the number of school districts serving ELL students has increased as well as the number of districts participating in Title III grants in ND. In February of 2013, one district in western ND screened 93 students for ELL. This district more than doubled in the number of ELLs over the past year and they hired 2 new ELL staff members. Another district impacted by the energy development in western ND has tripled the number of ELLs enrolled over the past three school years. This tremendous growth in ELL needs has implications for the teaching staff that needs strategies to serve linguistically and culturally diverse students. In response, NDDPI will be holding a 3 day **Direct Strategies Institute: What’s Different About Teaching Reading to Students Learning English?** in western ND during the summer of 2013. This workshop would apply to all educators who have ELLs in their classrooms. Information on upcoming ELL-related trainings will be posted at: <http://www.dpi.state.nd.us/bilingul/opportunities/index.shtm>

Monitoring: The North Dakota ELL Programs Monitoring Team visited the MREC Title III consortium, Belcourt Schools and the GNWEC Title III Consortium schools during the 2012-2013 school year. The 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 Fargo Public Schools, Grand Forks Public Schools and NVCTC (Grafton area) Schools during the 2013-14 school year.

Training: Please email Kerri if you are interested in an online book study. We will be discussing the text from the California Department of Education: **Improving Education for English Learners: Research-Based Approaches**. A limited number of complimentary copies of the book are available upon request for participants.

WIDA Updates: Alternate ACCESS was given for the first time in 2012-13. Scores will arrive this spring, but will look different than the regular ACCESS scores. Watch for a memo this spring regarding Alternate ACCESS scores. WIDA is working to improve the alternate standards and assessment and state welcomes feedback. Starting in the 2013-14 school year, the ACCESS listening test will be media-based. There will be two options for administering the listening test. The first option will be to use the CD included in your testing materials to play the listening test aloud for the students. The second option will be to login to Metritech’s website and stream the listening test. Test administrators will need to test their equipment prior to administering the ACCESS listening test in order to determine the option. Test administrators will also need to think about the acoustics and available speakers in the location that will be used for test administration to ensure all students will be able to hear the listening test. Check out WIDA’s website for lesson plan share space, resources and articles to support your work. Also, watch for an upcoming featured educator (it might be someone you know). www.wida.us
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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2012 Dakota TESL Concurrent Session Highlights



Mike Limmer and Natalie Cornelison of Pearson Publishing set up a comprehensive booth featuring their company's latest offerings for ELL student education. Pearson generously provided tote bags for all conference participants.

Ms. Cornelison presented two well-attended sessions entitled *The Pearson English Learning System: Instruction, Professional Development and Assessment- All Together Now.*

Maren Kramer and Tamara Hofman of Fargo Public Schools and Stacey King of West Fargo Public Schools provided educators attending their session with a view of ELL students and their families as seen by professional social workers. These women work daily with families struggling in a new country, unfamiliar culture, sometimes hostile climate and schools unlike those in the ELLs' countries of origin. Educators attending the sessions remarked about similarities and contrasts between the professional obligations of educators and social workers who work with ELLs while noting that an over-reaching concern for all those with whom they work unites the professions. Teachers from rural schools left the sessions with a desire to implement similar programs.



Cynthia Shabb and Peter Haga of the Grand Forks Immigration Initiative Committee spoke about the impact of introducing an ELL community to the citizens of northeastern North Dakota. Their committee works extensively with the Grand Forks immigrant community as they learn to thrive in a small Midwestern city, which is relatively inexperienced in actively nurturing newcomers. They spoke about the challenges and rewards of bringing two communities and diverse cultures together to enrich the lives of all involved.



F. Snyder Gokey, Gokey Immigration Law Office of Fargo, held the attention of all attending his session which concentrated on the dilemma faced by individuals seeking to legalize their status as adults if they entered the United States illegally as children. Mr. Gokey emphasized the potentially life-changing difference deferred action makes and the ramifications of the November, 2012 election for those affected by it.

The Dakota TESL organization strives to welcome ELL students and their families from all over the world. This sign, posted in a hallway of the conference venue, notes the word "welcome" in a small selection of the many languages encountered in ELL classrooms across the Dakotas and Minnesota.



Local vendors provided two days of shopping variety for Dakota TESL conference participants. Ranging from curriculum materials to natural beauty products to homemade jewelry to fair trade items, eager shoppers crowded the vendor area between sessions.

Mae Lindenberg, Grafton Public Schools ELL Coordinator and Director of the Grafton Summer Migrant School collaborated with Richard Ray, Manvel Public School Principal and Manvel Summer Migrant School Director, to present a session on a small but vital segment of the ELL population: families who annually travel to the northern states as agricultural laborers. Drawing on their rich experiences working with migratory families, the two educators answered questions from the group about the changing face of agriculture and how it affects the families who still make their living following the crops. They noted successes in educational programming which has become more flexible to accommodate students who routinely change schools two or three times a year. Ray and Lindenberg noted the challenges faced by students and their teachers when in a typical year, the same student may attend school in North Dakota, Texas and Mexico.



Sunshine Carlow, Education Manager for the Standing Rock Sioux Tribe, prepares to share her information with conference attendees. Her session addressed the importance of effective collaboration between schools working with Native American communities. Ideas for building trust between different types and sizes of schools were highlighted and shared. Ms. Carlow discussed the role of language in Native communities.





Hatidza Murad, Program Coordinator for Fargo's Metro Interpreter Resource Center makes last minute touch-ups on her PowerPoint presentation. Murad's session provided her audience with information on the most effective way to utilize interpreters in ELL programs at all levels. She emphasized the importance of clear and consistent communication between the student, instructor, family and interpreter.

Having battled Hurricane Sandy to arrive in Fargo on time, the Center for Applied Linguistics' Lisa Tabaku presented specific, limited enrollment sessions for elementary and secondary educators at the annual Dakota TESL conference. Each workshop dealt specifically with strategies that educators could use immediately to improve ELL students' academic language skills. Tabaku is the Associate Manager for Pre-K-12 ELL Services at CAL. She provides professional development and technical assistance across the United States with the goal of enabling ELL students to excel linguistically and academically. Her background as an ESL teacher at the elementary and secondary levels provided the hands-on classroom experiences, knowledge and tips that made her sessions fill quickly.



Dennis Sjolie of the University of South Dakota addressed a topic of concern to professionals working in higher education. As thousands of international students get ready to study abroad each year, they must be carefully prepared to meet the challenges and issues of the language and culture they will encounter as they live and study far from home. Sjolie said that it is imperative that colleges and universities in the United States address these issues and challenges so that the students will enjoy an optimal educational experience.



Deanna Claire, North Dakota Job Service, educated the audience about her agency and how it can assist ELLs (and others) seeking employment. She demonstrated how to navigate the North Dakota Job Service website. She emphasized the importance of gaining an understanding of relevant job skills for the current job market. She underscored the importance of preparing older students with job search skills and helping them to practice filling out a job application in an electronic world.



Every teacher knows that attaining good writing skills remains one of the most difficult tasks to master for all students, not just for those in ELL programs. Ivona Todorovic, Grand Forks Red River High School ELL instructor, presented an interactive session filled with practical strategies, activities and ideas to teach writing across the curriculum. This dynamic instructor decorated the Holiday Inn hallways with samples of her students' writing in a wide variety of topics reflecting the cultural diversity of her classroom. Todorovic teamed with co-instructor Natasha Thompson to introduce her audience to a summer program that uses music, movement and drama to teach the English language while making the cultural side of language familiar to ELLs. This program focuses on games which target listening, speaking and multiple intelligences to progress in academic language.



An eager audience awaited Missy Slaathaug's academic language program. Slaathaug maintained in her presentation that mastery of academic language, the language of the classroom, textbooks, and tests, is critical for success in school. She said that students who are well prepared in academic language have better grades and do better on standardized tests. As they get older, these students remain in school and have increased opportunities for success. In her session, Slaathaug defined academic language and explored concrete strategies for developing and strengthening student use of Academic English across the curriculum. She teaches adult education and ESL at a career learning center in Pierre, South Dakota. Missy designs and presents teacher training materials for those new to ESL and consults for the ND Statewide System of Support for Title I Schools.

Natural beauty products for sale



Beautiful henna



Fair trade products for sale



Teaching in a Hutterite Colony

By: Michelle Schilling
Maple River Colony, ND

First let me start by saying I have been teaching at the colony for 6 years. Before I took the position of the multi-grade ESL K-4 teacher I had been working in the public school as a Title 1 teacher as well as a K-6 PE teacher. I walked into an unknown world full of energy, excitement, and, of course, a bundle of nerves.

Often times I am bombarded with questions about what I do for a living. "What is it like teaching those Hutterites?", "It must be easy, those kids are so well behaved, right?", "You do what?!", or "Why did you choose to work there?".

North America has over 400 established Hutterite colonies and yet there is so much ignorance about the Hutterite culture. There are still so many stereotypes that plague the Hutterite communities as being "dumb" and "uneducated". So when I am asked about my job I proudly puff out my chest and tell people I have the greatest job in the world. I teach young children English. I teach at a Hutterite colony where a belief in religion, culture and family is strong and true.

A multi-level ESL all inclusive classroom requires the dynamics of the learning atmosphere to be authentic and real for the students to succeed. It is not any easy task but it is, however, rewarding. I have only been teaching at the colony for 6 years and I am continually adapting, changing, and finding new ways to teach my students.

The learning process for the Hutterite children is a very extraordinary one. The Hutterite children grow up speaking the Hutterisch dialect of German. The Hutterisch language is predominately a combination of Low German, Russian, and English. Hutterisch is the first language that children learn from their parents and is not formally taught in the schools. It continues to be the preferred language for daily communications and remains an important part of Hutterite culture. High German, which they learn from kindergarten through eighth grade, could be called their "language of religion" because that is what is in their Bibles, their religious songs, church services, literature, and history, but it is rarely spoken by children other than in German school.

Another interesting fact is that the Hutterite children start learning the English language, formally, when they start attending school as an elementary student at the age of 5. These same students also attend German school and learn the High German language simultaneously. The students speak Hutterisch, but they don't read or write it. However, there are actions being taken to preserve the language and there are Hutterisch scholars starting to record the language for future generations.

Because English is not the predominant household language and the use of technology in the home is prohibited, Hutterite children often have a very limited English vocabulary. Our school is fortunate enough to have the use of computers and other technology. I would like to share with you some of my strategies and practices that I use in my classroom to help my students not only with vocabulary, but with oral language, comprehension and other academic arenas.

1. MODEL! MODEL! MODEL!

Students need to see what is expected, how to do a task, and what the final product looks like. Modeling eases their anxieties, guides them in the right direction, and sets them up for success not failure.

2. Use concrete items, drawings, and photos to help teach content area.

Hutterite students are not exposed to the "outside" world like most children. Using concrete items, photos, and drawings as well as informational picture books is very helpful. My students are very interested in animals and using animals as a topic for a thematic unit all content areas can be easily covered.

3. Observation of the students

I am constantly observing my students to make sure they are comprehending and understanding what we are learning and what is expected of them. I have them repeat what I ask them to do to clarify instructions. I also check for understanding by asking students to retell or explain what we have been learning or what they should do to an elbow partner.

4. Small Groups

My classroom works well to use both homogeneous and heterogeneous groups. Both ways of grouping have benefits but I see huge benefits in using heterogeneous groups especially for the younger students.

5. Extra Response Time

I give my students extra time to respond to my questions. They need extra time to process what is being said and they also need extra time to process how to answer the question in English.

6. Technology

Using technology in my classroom has been very helpful. The students are engaged the entire time. It is a great tool for practice and enrichment.

Here is a list of websites that are free and worth your time to check out. These are sites that are used in a K-2 classroom.

<http://www.carnegielibrary.org/kids/>

www.starfall.com

www.abcmouse.com

<http://www.literactive.com/Home/index.asp>

www.ixlmath.com

www.readinga-z.com

With these strategies in place, students can't help but learn the English language! Most educators at Hutterite colonies are "thrown to the wolves", so to speak. Often times districts do not provide language assistance for the students or professional development on how to teach ESL students. Strategies designed to teach ELLs and Hutterite children need to be implemented in order to have success in the classroom. As the dynamic of the classroom changes, so will the strategies.

A new adventure awaits me every day! It is a blessing to be teaching my students and as well as to be part of a community that radiates love of family and faith.



Building Bridges

Ione Seidlinger, Red River High School

Building Bridges Club under the supervision of ELL instructor Anne-Marie Studer has been actively sharing their cultures, festivals, celebrations, and holidays. The Building Bridges Club is made up of ELL students and native speakers from Grand Forks Red River High School. They have celebrated the Nepali festival of Diwali, the Muslim holiday of Eid, Mexico's Day of the Dead, and American Christmas and Thanksgiving. We have been able to enjoy beverages, music, dancing, language, customs, and foods that have become our new favorite items to eat.

The students decorated our classroom door during Christmas with their languages to say "Happy Holidays, Merry Christmas, or Happy New Year". A sledding party, international fashion show, henna tattoos, and Chinese New Year celebration are yet on the schedule. The club will be active in our third annual Celebration of Cultures that will take place on April 23, 2013. The entire community is invited to join us at Red River High School with all ELL magnet schools across the district participating in entertainment, food, and education. This event has grown from 200 people attending in 2011, to 500 in 2012, and we are expecting 700 this year, so we will be busy with preparations!

The club is growing in membership each time we meet. Our goal is to offer opportunities for the students of our school to learn and grow together, embrace new elements of one another's culture, but most of all just have fun together.

Oil Fields of Western North Dakota: Problem Solving Through Education

Ione Seidlinger, Grand Forks Red River High School

The ELL English Language Development class at Grand Forks Red River High School, taught by ELL instructor Ivona Todorovic in collaboration with Kristy Sandbeck, technology partner, has been involved in a problem solving project researching the oil fields of western North Dakota. This was a project that began with a newspaper article concerning an eighteen year old who had begun a shower service for the workers from the oilfields. The ELL students' curiosity soared. Our ACCESS scores showed that our students were least proficient in speaking. They had a plethora of questions and opinions, which led to a teachable opportunity, and the project was off and running. They did online research and skype'd with Kristy's dad who owns farmland near Tioga. They interviewed with a professor at UND who has been following and researching "man camps" (which are many times "family camps") and life in the oil fields. There was a telephone conference with an oil field engineer, Kristy's brother, who explained how fields were chosen and the equipment and technology that goes into drilling, as well as how drilling has changed since the last oil boom of the 80s. They held a telephone conference with a business owner who explained how her newspaper business had grown and changed since this oil boom began.



Students Getting Involved

By: John Taylor

Five months ago, Cornerstones Career Learning Center in Huron, SD came up with a plan to give our students a more active voice in our ESL program and encourage them to be more confident in their new setting. Our goal was to allow the students to obtain firsthand knowledge and experience regarding civics related information the students needed to succeed in their city, state and country. A student council was elected that allows representation from each level of our classes. The goal was to give students from advanced English skills to limited English skills a say in the workings of our program and the types of instruction they receive.

Each month, the council meets to discuss any new ideas students may have, plan future events, and try to resolve any issues students may be facing in the classroom. Advanced class student representatives provide the translation of meeting proceedings and discussion to our beginning class representatives. Council members relay council meeting information to the students in each of their classrooms. Ideas and concerns from other students are expressed at the meetings through their class representative. As future events are discussed, the council representatives allow their classmates the opportunity to offer ideas. Final decisions and planning are voted upon by the council and that information is passed along to each class.

The student council has been exposed to the workings of state and local government. The student council had the opportunity to meet the Huron City Council members by attending a city council meeting. The students were warmly welcomed by our city officers and it gave our students a real-life account of city government in action. After the meeting, the Huron City Council expressed interest in coming to our classes to discuss city laws and ordinances. The council has also planned a trip to our State Capitol in Pierre to tour the Capitol Building and make a video of the trip to show to their fellow students.

In the past five months, student council representatives and their classmates have been the driving force in planning monthly guest speakers from local government offices and businesses that students have questions about. They have planned and overseen a Student Recognition Night and our annual Christmas Party. Both of the events were very successful and the feedback provided by the students will help the council in the future. Future ideas include volunteering in the community, participation at community cultural events and a possible trip to the Black Hills.

Our hope for the future is to draw out more ideas and concerns the students have. Initially, it was a little difficult to convince some of our students that constructive criticism of the ESL program is the goal, but progress is being made. As the process continues, we are optimistic that more student participation in the community will become a reality.



CORNERSTONES CAREER

LEARNING CENTER –

Student Council Members:

Back row from left to right: Christina Htoo,
Jesus Ipina, Carlos Gonzales

Front row from left to right: Hsah Eh, Lah Say,
Paw Lah, Thoo Thoo Moo Day

The Languages of Teaching and Learning in a Globalized World

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Most literature agrees that the concept of globalization has its most recent history and currency in the 1970s. Some have argued that the real history of globalization dates back to the initial exploits of Europeans and other explorers to different parts of the world. Such efforts by the explorers were the genesis of today's globalization. We all possibly have our own understanding, perspectives, and uses of globalization because not everyone agrees on its definition. Most individuals' understanding of the concept is influenced by the local context. An analogy appropriate for explaining the differences in perspectives on globalization is that of the five visually challenged individuals who went to see an elephant. The five individuals who are legally blind decided to go find out what an elephant looks like. The first touched the ear of the elephant and concluded that the elephant is like a fan. The next one touched its tail and concluded that the elephant is like a rope. The one that touched its trunk described the elephant as being like a rope. The fourth individual felt the huge leg of the mammal and inferred that the elephant is like a big tree. The one that felt the side of the elephant concluded that the elephant is like a flat wall. The five individuals were correct in describing the huge mammal guided by the part of it that they felt. So it is with globalization. Some parts of the globe feel and see it from a mix of positives and downsides while others conceive of it in purely positive terms. Yet for other parts of the global community, globalization is an ill-wind. Thus globalization means different things to different people. In spite of the differences in understanding and use of globalization, certain facts are indisputable about the phenomenon. It is a fact that the forces of globalization include rapid changes in science and technology, that it includes the blurring of national boundaries, increased migration and immigration, increased social relations across geo-cultural distances and identities, and the propriety of economic citizenship over all other forms of identity. Globalization thus presents a mixed bag of boons and banes. The population we are happy to serve as members of Dakota TESL are important factors in determining the future of our global village. The range of clients served by Lutheran Social Services of South Dakota (LSS) in Sioux Falls provides a good example of the increasing spread and diversity of the population that Dakota TESL serves. The education program of the LSS Refugee and Immigration Center (RIC) in Sioux Falls currently serves immigrant and refugee students from at least 35 countries. Most of them have, like the analogy of the elephant above, experienced different parts of globalization. In addition to impacting the movement of people (voluntary and compelled), globalization has also compelled changes in educational policies and practices across all levels especially in the United States. Those of us that have the privilege of working with minority populations, including refugees, can attest to the increasing demands for new skills to meet the demands of the increased diversity of our clients. Again, the RIC provides an example of the cluster of skills – human, technical, social, moral, and economic – that have become part of the "languages" of teaching and learning in our region. Educators find themselves constantly engaged in an educational exchange with their learners - utilizing skills in research, resourcefulness and reflective teaching to provide quality education. As educators, we get to enjoy the rich experience of finding our

own perspective of globalization as we learn about our learners' backgrounds, native languages, resources and the dynamics of their life challenges. The success of our schools and our classroom instruction is affected by our view of and response to globalization.

The realities of a global village have redefined and expanded the scope and power of language as we know it. These realities apply to language in both its **denotative** and **connotative** senses. In its simple denotative sense, language could refer to English, French, Lakota, Dakota, Fon, Swahili, German etc. Even at this explicit level, the languages of teaching, learning, and existing, have gone beyond the traditional and mainstream languages to include languages from all corners and nooks of the globe. Again, LSS in Sioux Falls can provide an example of this linguistic diversity. On its web page, under "Family & Other Services" you will see that "LSS interpreters are available to interpret more than 35 languages." The page lists languages from Africa, Asia, Europe, and South America. These are representative samples of the languages of global learning. Our **Journey to New Heights** needs to be mindful of the need to embrace this diversity of tongues in order to take as many of our clients as possible to the heights of their aspirations.

The other side of language as a vehicle to New Heights in a Global World is its connotative understanding. In its connotative sense, language includes technology, diversity, religion, culture, family, community, and other social justice issues that define our communities across spaces. These aspects of language combine to afford us the opportunity to tap into the life experiences of those we serve. We are explorers of the modern age, discovering different parts of the world in our own classrooms and communities. A skillful and open-minded approach to the diversity of languages required for teaching and learning in the age of globalization guarantees that we will be able to take as many of our clients as possible on our Journey to New Heights.



Promoting South Dakota

With a country as large and diverse as the United States, it is important to raise the awareness of the wonders of South Dakota overseas to attract more visitors and potential students. Of course,

most people internationally will have seen pictures of the faces of presidents carved into the side of a mountain. But would they recognize the awesome landscape in Badlands National Park, the herds

of bison roaming in Leola, or the wild-west feel of Deadwood? These are just a few of the great attractions that South Dakota has to offer and what makes South Dakota a place with great potential of drawing international students.

The Intensive English Program at Northern State University is preparing to launch its first South Dakota Summer Study and Tour Program this June. Students all over the world are being invited to come to Aberdeen for a 15-day session that will include camping, touring, and study. They will enroll in a two-credit course, South Dakota Culture and History, which is aimed at sharpening their English language skills while teaching them about what makes SD unique. This course will be taught partially on NSU's campus and partially on the road as they visit Mount Rushmore, Badlands National Park, Custer State Park, Black Hills National Forest, Crazy Horse Memorial, Rapid City, Deadwood, Sioux Falls, and Pierre. Students will keep a journal on their travels throughout the state and present their experiences at the end of the session. But most importantly, students will leave the program with better insight into why South Dakota is a great place to live and a great place to study. After a program like this, it will be no surprise that we will see many participants seek to enroll in one of South Dakota's fine universities.

By: Brendan Carson

Brendan Carson has a Master of Arts in Teaching from the University of Alaska and a Master of Arts in English Language Teaching from the University of Limerick in Ireland. He has been a teacher, teacher trainer, and consultant in Korea, Qatar, China, Afghanistan, Libya, Iraq, and Malaysia. Brendan is currently the Intensive English Program Director at Northern State University in Aberdeen, SD.

ELL Issues from Our Nation's Capitol

By: Mari Rasmussen

George Washington University

VCSU Adjunct Professor for Online Course Work



Spring greetings from George Washington University in Washington, DC!

There are lots of things going on in the world of education in our nation these days. Common Core, Common Assessments, Data based decision making, Teaching evaluation.

Let's look at how English Learners (ELs) are addressed in some of these initiatives. What about Common Core State Standards (CCSS)? Both North and South Dakota have adopted CCSS. South Dakota is a lead state with the Next Generation Science Standards (NGSS). Both states are in a consortium for the common career and college ready standards-based assessments. South Dakota participates as a governing state in the Smarter Balance Assessment Consortium and North Dakota participates in an advisory role. North Dakota is also a member of the Partnership for Assessment of Readiness for College and Careers (PARCC) Consortium. Both North and South Dakota are members of the WIDA Consortium for English language proficiency standards and assessments.

So, what is the impact of common assessments on the needs of English Learners (ELs)? Though the majority of states have adopted CCSS and time is being invested in providing professional development and materials for teachers, there are voices that do not support the adoption, and the needs of ELs is cited as a reason to be cautious. Diane Ravitch explains in her blog that:

Another reason I cannot support the Common Core standards is that I am worried that they will cause a precipitous decline in test scores, based on arbitrary cut scores, and this will have a disparate impact on students who are English language learners, students with disabilities, and students who are poor and low-performing (Feb. 26, 2013).

Some other concerns related to CCSS, NGSS and the common assessments and ELs relate to the possible mismatch between learning theories that best support ELs and the standards movement. Social constructivism, which supports a more collaborative, learning centered approach, is often cited as an effective approach for ELs (Mvududu, N. & Thiel-Burgess, J. 2012, Fayden, T. 2005).

Researchers also discuss the negative impact on teachers related to the emphasis on accountability that has come hand in hand with the standards based movement. Barbara Madelone explained the emotional violence on teachers of the accountability regime in her blog on the @Chalk face: Educated Educators Talking Education, an online forum for educators.

While there is a need to continue to discuss the best instructional approaches for ELs and the role of EL education in accountability systems, it is also necessary to recognize that common standards with the corresponding common assessments, are being adopted by states and school districts, and teachers are expected to implement work with them. According to a recent survey, though, many teachers are not prepared. *Education Week* reported that many teachers are not prepared to teach to CCSS, especially when it came to ELs and students with disabilities.

Fortunately there are some resources available for teachers on working with ELs and Common standards and assessments. The following websites provide information on resources, webinars and books and other materials that can be useful.

- Diane Staehr Fenner's blog on CCSS and ELs has helpful information that could assist in choosing Mentor Texts for ELs that support access to CCSS, available at <http://blog.colorincolorado.org/>.
- Framework of states and school districts looking at CCSS and English Language Proficiency Standards, available at <http://www.schoolimprovement.com/common-core-360/blog/common-core-standards-for-english-language-learners/>.
- List of high quality books that could be used as informational and mentor texts by Colorin Colorado, available at <http://www.colorincolorado.org/read/forkids/gifts/>.
- Stanford University Understanding Language Website at <http://ell.stanford.edu/>.
- Colorin Colorado website page on Common Core State Standards and English Learners at http://www.colorincolorado.org/educators/common_core/.
- Video on the CCSS and ELs by Jane Echevarria, available at <http://www.mentormob.com/learn/i/common-core-state-standards-pd/the-common-core-state-standards-impact-on-english-learners>.
- Webinar hosted by NCELA on Common Core State Standards and ELs, available at <http://www.ncela.gwu.edu/webinars/event/37>.

Let's continue the discussion and sharing on appropriate teaching for ELs, standards based education, common standards and common assessments as the new standards and assessments get implemented. The best resources will come from the classrooms of teachers who best know their students!



Jump Start to Kindergarten

By: Katie Erickson

Imagine that you are again an elementary student. As you walk into your classroom, the teacher greets you with a smile and a word you recognize, but you do not know words to use to respond. The other students begin to work on papers the teacher has placed on the desks, and you think that this is what you should be doing, too. After a few minutes of trying to imitate your classmates, the teacher gives instructions too quickly and you desperately look around for someone to show you what to do next. You locate your book in your desk and open it, but you are confused because the pictures are about things foreign to your knowledge and experience. Frustration boils up inside you.

Unfortunately for many English language learners (ELLs), this scenario is an everyday reality. An ELL's job is to learn to speak, listen to, write, and read academic English, in addition to mastering grade level content. Conversational English is needed to speak to friends on the playground; however, conversational English uses different rhetoric, structure, and vocabulary than academic English, which is content-specific, complex, and abstract. In the West Fargo Public Schools, excellence is achieved by aligning all resources to support learning, and the Jump Start to Kindergarten program is an excellent example of allocating resources to meet the needs of the youngest ELLs in the district.

Jump Start to Kindergarten, a Title III funded program initiated at West Fargo Public Schools in June 2011, is offered in the summer for ELLs who are new to the United States, or are the children of parents new to the United States. The purpose of the program is to teach ELLs beginning literacy, along with social skills and numeracy skills. Students develop *both* social and academic vocabulary related to school. They are introduced to school routines such as riding the bus, checking out books, and transitioning between subjects. In the Jump Start classroom, where the teacher to student ratio is 10:1, two dually ELL and pre-k endorsed teachers acclimate students to learning academic language, content, and social norms in a structured classroom environment.

Most students today have had experiences learning social norms in pre-school-like settings for at least five years, especially with two-income families. Activities such as sports, music lessons, and pre-school boost student knowledge of social norms; students who are new to the United States as immigrants or refugees, or are the children of immigrants or refugees, however, often have not had the same experiences learning the social culture and rules. This lack of exposure can cause English language learners to languish both in the early stages of language acquisition and in cultural assimilation. "Language shock," a term that refers to the anxiety ELLs face when they enter a school where they do not speak the dominant language, is a common phenomenon because most of the problems ELLs encounter are due to linguistic and cultural differences. The Jump Start to Kindergarten program attempts to close this cultural divide by giving students 60 precious hours of academic and social learning experiences.

The Jump Start to Kindergarten program provides the growing ELL population an opportunity to close the achievement gap early. According to a 2008 NEA policy brief, it is estimated that by the year 2025 nearly 1 in 4 public school students will be an English learner. Jump Start to Kindergarten is a program that is proactive to the needs of the growing ELL population in our community and is built on the understanding that all of the best teaching strategies employed in our district will likely end up insufficient if these beginning ELLs do not have a pre-k academic experience where they feel valued and can build confidence in basic literacy skills and school routines. In the West Fargo Public Schools, administrators and teachers recognize that the public school population is changing, and the new "norm" is a wide range of diversity in language, culture, and class. Jump Start to Kindergarten helps pre-k ELLs move confidently into the future with academic language, knowledge, and social skills necessary to flourish in mainstream education.

2013 Closer Connections Conference: “Journey to New Heights”

By Laura Smith-Hill and Mejai Avoseh

Dakota TESL and Lutheran Social Services of South Dakota will co-host the 2013 Closer Connections Conference in Sioux Falls, SD. Mark your calendars for October 7 and 8th! The conference will be held at the Holiday Inn City Centre in downtown Sioux Falls.

The Closer Connections Conference provides professional development and networking opportunities for teachers, practitioners, and administrators who serve English learners at all levels: K-12, higher education and adult education. The conference also provides sessions relevant to social service providers who help meet the needs of immigrants and refugees in their new communities. Conference sessions will include topics such as language acquisition, existing and emerging teaching methodologies, cultural awareness and refugee resettlement.

Dakota TESL is an affiliate of TESOL International Association. As an affiliate, Dakota TESL had the opportunity to apply for an international TESOL keynote speaker. Our application was successful this year and our keynote speaker is Suzanne Panferov. She is the current president of the TESOL International Association. She is also Director of the Center for English as a Second Language and a faculty member at the University of Arizona. Some of her areas of expertise include professionalizing and empowering teachers and parental support for students. The Conference Guiding Team has also lined up other current and emerging conversations speakers in addition to the Keynote.

Of course, the fun doesn't stop with learning and networking! Cultural entertainment will include an encore of the Closer Connections Conference 2011 Ethnic Fashion Show and vendors will feature diverse artwork and crafts. For those who missed the 2011 Conference, the Ethnic Fashion Show was an excellent display of the beauty of difference with attire from all corners of the globe. The 2013 Show promises to be another show-stopper!

Dakota TESL's 2013 theme of “Journey to New Heights” is an acknowledgement of our past accomplishments at individual and collective levels. The journey to new heights is a joint effort that invites everyone to reach for heights beyond our previous and current accomplishments. The Journey to New Heights is also to expand the benefits of the Mission of Dakota TESL especially to those that we SERVE. The 2013 Conference Guiding Team comprises Emily Koo (Secretary), Pam Meyer, Stef Sage, Silke Hansen, Kristin Grinager, Amy Zimelman, Lindsey Olson, Laura Smith-Hill and Mejai Avoseh (Co-chairs).

Registration information will be posted on the Dakota TESL website: www.dakotatesl.com. A block of sleeping rooms is available at the Holiday Inn City Centre at the discounted rate of \$89. This can be accessed through a hyperlink (also accessible on the Dakota TESL website): [Lutheran Social Services](#).

Remember to mark your calendar for the Closer Connections Conference for October 7th and 8th. This is our opportunity to journey to new heights together!

The Global TESOL Community: Are You a Member?

By TESOL Liaison, Laura Smith-Hill

Dakota TESL is an affiliate of the TESOL International Association. You have renewed your membership with Dakota TESL. You are on the right track! What's next? Get ready to grow even further professionally and join TESOL – the International Association. Here's why it's time for you to become a member.

1. As a member in good standing of Dakota TESL, you may be eligible for a free membership. What do you have to lose?

Dakota TESL is able to distribute 7 complimentary TESOL memberships to people who have not been TESOL members in the past five years or more. If you are ready to give TESOL a try, contact your TESOL liaison at laura.smithhill@lsssd.org.

2. Connect with colleagues worldwide and expand your expertise in TESOL by participating in a list serve. There is something for everyone with 21 different interest sections to choose from!
3. Access virtual seminars, free of charge to members! These online seminars are offered throughout the year on a variety of topics. They are also available to you for playback.
4. Receive discounted rates on education and professional development.

TESOL Academies – These intensive 2-day courses are facilitated by skilled presenters. You won't want to miss the upcoming academy in St. Paul, Minnesota, June 21 - 22.

Career Center – Hundreds of job postings here cover a wide range of opportunities in English language education.

Scholarships, Awards and Grants – These are available for the continued education of TESOL members.

The TESOL Resource Center – Here you can find sample lesson plans, activities and classroom resources.

Other discounts apply to conferences (like the international TESOL International Convention and English Language Expo), symposiums and online courses.

Don't forget to renew your memberships with Dakota TESL and the TESOL International Association. For your TESOL membership, you can visit www.tesol.org or contact your TESOL Liaison if you are a returning or first time member.

Do you want to be a part of the global TESOL community? Do you want the connections and inspiration to achieve excellence in your field? Join the TESOL community today!



Upcoming Events

TESOL Academy, June 21 – 22, 2013 Bethel University, St. Paul, MN

You would normally have to fly somewhere for a TESOL Academy, but this year it is close to home! Register now for two days of focused professional development with a national speaker. These workshops are limited to 35 participants each. There are six timely topics to choose from:

- Collaborating for English Learners' Academic Success
- It Takes Two to Tango: How Teachers Can Develop Language and Foundational Skills Through Meaningful Literacy Activities
- Making the Transition: Culturally Responsive Teaching for Adolescent and Adult English Learners With Limited or Interrupted Formal Education
- Academic Language and School Success
- Preparing Nonnative Speakers of English for Academic Writing Across the Curriculum
- Addressing ESL Learner Persistence: Strategies From Research and Practice

Please save the date for this TESOL event and to go this web address for more information:

<http://www.tesol.org/attend-and-learn/symposiums-academies/upcoming-academies/2012/11/27/tesol-academy-2013-bethel-university-st.-paul-minnesota>

South Dakota Association for Lifelong Learning (SDALL) Summer Conference, July 9 – 11, 2013
Best Western Ramkota Hotel, Sioux Falls, SD

SDALL in partnership the South Dakota Department of Labor and Regulation (SDDLRL) will host this regional summer conference for adult educators. For more information, see www.sdall.org.

2013 Closer Connections Conference: Journey to New Heights, October 7-8
Holiday Inn City Centre, Sioux Falls, SD

Dakota TESL and Lutheran Social Services of South Dakota will co-host this 2013 conference providing concurrent sessions in English language acquisition, teaching methodologies and cross-cultural awareness. Keynote speaker Suzanne Panferov is the president of the TESOL International Association. For information, see www.dakotatesl.com.



Dakota TESL Officers

Nov. 2012-Oct. 2013

HELLO
My name is:

Karen Midgarden
President

Karen.j.midgarden@sendit.nodak.edu

I am the English Language Learners Specialist for nine rural northeastern North Dakota School districts: Park River, Valley-Edinburg, Cavalier, North Border, Drayton, St. Thomas, Emerado, Northwood and Hatton. My work is coordinated through North Valley Career and Technology Center of Grafton, North Dakota. I began working with Grade 5-8 English as a Second Language Students in the mid-1970s in a two room rural school in Walsh County. I was the North Valley Vo-Tech Adult Learning Center's ESL instructor for six years in the 1990s and began my current position as a 'retirement job' in 2008. My academic credentials include a bachelors degree in secondary Vocational Home Economics Education from NDSU (1970), a masters degree in Learning Disabilities from UND (2003), and an ELL credential from VCSU (2010). I am a lifelong learner! I have spent my entire career in diverse aspects of education as an elementary and secondary classroom instructor, Community Education Director, Single Parent/Displaced Homemakers instructor, Nutrition Education Agent for NDSU Extension Service and most recently as an ELL specialist

HELLO
My name is:

Ione Seilinger
Secretary

ione.seidlinger@gfschools.org

I am serving as Dakota TESL secretary. 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, and that then 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 some level until he graduated from high school and he still comes to me for help with his college papers.

HELLO
My name is:

Laura Smith-Hill
TESOL Liaison

Laura.smith@lsssd.org

I coordinate the Education Program at the Refugee and Immigration Center of Lutheran Social Services of South Dakota. I have been teaching English as a Foreign Language (EFL) or English as a Second Language (ESL) for the past 15 years. Teaching English to speakers of other languages is my favorite thing to do, hands down! Our students teach us much and inspire us in so many ways. It is also a joy for me to contribute to the field that means so much to me, our teachers and our students - TESL. I have served Dakota TESL as an Adult Education Representative, President-elect, President and, for my second year, TESOL Liaison. Outside the world of TESL, I like to spend time participating in my local Toastmasters club, laughing with my husband, laughing at our cocker-spaniel, hitting the gym, traveling everywhere and enjoying friends and family.

HELLO
My name is:

Michelle Schilling

Hutterite Education Representative
michelle.schilling@ellendale.k12.nd.us

I am from Maple River Colony near Fullerton ND. Maple River Colony is part of the Ellendale Public School District. This is my 6th year at the colony. It has been experience. I walked into this position with no training on ESL, no exposure to ESL in any of my other teaching positions, and had no idea what lay ahead. My experience has been both rewarding, frustrating and a learning experience to say the least. My previous experiences before I took a K-2 teaching position at the colony involved teaching kindergarten in my home town in ND, teaching at the public school in Ellendale, as a Title 1 Math and Reading teacher and then teaching PE to grades K-6.

HELLO
My name is:

John Taylor
Adult Education Representative
joht.cdc@midconetwork.com

I have a BS in History Education with an English minor from the University of South Dakota. I taught all social studies courses in Summit, South Dakota for 11 years. For the past 9 years, I have worked at Cornerstones Career Learning Center in Huron, South Dakota. While at CCLC I have been an AEL/GED Instructor and for the last 6 years have been involved in teaching ESL. Since July of 2011, I have been the lead English as a Second Language Instructor for CCLC

HELLO
My name is:

Mae Lindenberg
ELL Coordinator/Instructor
mae.lindenberg@sendit.nodak.edu

I have been a teacher for over 25 years. During that time I have taught a variety of grade levels including Title 1 and Kindergarten. I am currently the ELL teacher and coordinator for the Grafton School District. This year I am mostly working with kindergarten through 4th grade students. I also help out in the high school when needed. This is my 5th year as the ELL teacher/coordinator.

During the summer months I am the Project Coordinator for the summer Migrant Program. This position requires me to be the acting principal, which includes filling out an application, writing and following a budget, supervising staff and filling out the paperwork at the end of the summer. The program lasts 7 weeks starting in June, with a home program running into August. I have held this position for the past 11 years.

I am also on the ELL Program Advisory Committee for the state. This is my third year serving on the committee.

HELLO
My name is:

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

I currently teach 8th grade English and 7th grade Literature at South Middle School. Previously, I taught 9th and 10th grade English for two years at Red River High School in Grand Forks, and 7th grade English for two and one-half years in Las Vegas. For the past four years, I have taught ELL Middle School Summer School for the Grand Forks School District. In April of 2011, I embarked on an adventure of a lifetime as a U.S. exchange teacher for two weeks at Professor Dr. Assen Zlatarov Foreign Language School in Haskovo, Bulgaria. It was an experience I will never forget. Then during the summer of 2012, I was privileged to work with Turkish teachers here in Grand Forks, through the same exchange program. I love reading, running, traveling, and learning about other cultures.

HELLO
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 a Ph.D. student in the Teacher Education program at UND.

HELLO
My name is:

Heidi Knudsen
Elementary Education Representative
hknudsen@west-fargo.k12.nd.us

I have a Bachelor's degree in Elementary Education with an ELL endorsement. I taught 2nd-5th grade Newcomers for four years. I teach a 4th-5th grade Newcomer class at Westside Elementary in West Fargo, North Dakota. I taught 6th grade for ten years in Devils Lake before moving to West Fargo.