

Dakota TESL

Classroom, Community Teachers—Coming Together, Working Together

IT IS THE PEOPLE: A NOTE FROM THE PRESIDENT

I was in Rapid City for one of my marathon weekend classes for our doctoral cohort at the University Center when I received a call from the nomination committee. Laura informed me that I was one of the individuals being considered for the position of President-elect of Dakota TESL. The call by Laura came in on Saturday. Between that Saturday and the following Monday there was a lot of cold feet, indeed “ice feet.” I spoke with Laura and with Missy and with Missy and Laura back and forth. The rest is now history. It was during those ping-pong phone calls that I was convinced beyond doubt that Dakota TESL is about the people. Missy and Laura were unequivocal in their emphasis on the benefits of Dakota TESL to our professional community and the clients we serve. I ran my eyes through our Mission again and it confirmed that we are about the people. Here it is:

DAKOTA TESL'S MISSION IS TO PROVIDE PROFESSIONAL DEVELOPMENT AND NETWORKING OPPORTUNITIES FOR ESL/ELL PROFESSIONALS SO THEY, IN TURN, CAN BETTER MEET THE NEEDS OF THOSE THEY SERVE.

My experiences as president-elect and so far as President support the fact that Dakota TESL is about the people. The reference to the people borders on wholeness and collectivity. In spite of my naiveté as president-elect, I was able to hide under the collective power provided by the good people of Dakota TESL. The task of organizing the 2013 CCC appeared to me quite gargantuan but the good people of Dakota TESL converted my fears to transformative challenge taking the advice of Laura Smith-Hill (2010, p. 1) to “Challenge Yourself to Get Out of Your Comfort Zone!” I escaped my comfort zone and found better comfort in the people of Dakota TESL. I was transitioning between the Dakotas – North and South and South and North – with ease. Sometimes I would hold onto two people simultaneously – one in Bismarck and the other in Pierre.

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CLOSER CONNECTIONS CONFERENCE, 2013

JOURNEY TO NEW HEIGHTS

Laura Smith-Hill

On October 7th and 8th, 2013, 209 professionals from the region came together on our journey to new heights. Our time at the conference offered inspiration for this journey from many different angles: from our colleagues, from our students (both adult and school-aged), from our presenters and from newer residents to our own communities.

Dakota TESL partnered with the Lutheran Social Services Refugee and Immigration Center to jointly host this Closer Connections Conference. 209 attendees participated in the two-day conference at the Holiday Inn City Centre in Sioux Falls, SD. 45 conference sessions were facilitated by 4 keynote presenters, 32 breakout presenters and 31 cultural panelists.

The keynote presenters, Suzanne Panferov and Elizabeth Skelton, provided five two-hour workshops including "Teaching to Language Acquisition Issues" and "Making Content Comprehensible." Steve Young and David Wal Jal presented a keynote address over lunch relaying "News from the World's Newest Nation – South Sudan." The K-Boyz provided educational entertainment with their traditional Kunama music, dance and costumes from the East African nation of Eritrea. More than 10 vendors displayed ethnic crafts and products, as well as educational resources.

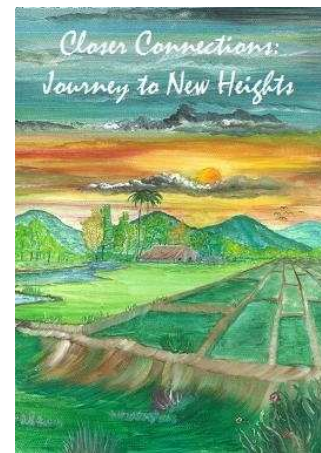
Each year on our journey as educators, we learn and grow alongside our learners. Let's continue to journey together – collaborating and developing to strengthen our service to English learners in the Dakotas.

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IT IS THE PEOPLE: *CONTINUED*

This short note is to affirm the people and to thank them for helping mentor and encourage me to apply myself to the Mission of Dakota TESL. I have referred to these people as angelic, salvific, and fine. It was the selflessness and dedication of a group of colleagues that made the 2013 CCC a success. Under the aegis of the Guiding Team, a group of fine people who took up the responsibility of planning and executing the 2013 CCC in spite of the fact that I was on another continent thousands of miles away. Please join me in thanking members of the 2013 CCC Guiding Team. They include:

Laura Smith-Hill (Co-chair)
Kristin Grinager
Silke Hansen
Emily Koo
Lisa Kaufman
Lindsey Olson
Stefanie Sage
Missy Slaathaug



Overseeing the publishing of the annual Dakota TESL newsletter is one of the responsibilities of the President. Overseeing such a task from thousands of miles away from the Dakotas is quite a challenge. Again I had to run to the good people of Dakota TESL for help. Missy Slaathaug and Silke Hansen again stepped up and offered their editorial skills and networks *gratis*. Lindsey Olson took care of the other aspects of producing the newsletter. They pursued and secured articles in addition to using their fine-tooth combs to weed all submissions of errors as much as possible. While thanking them I accept full responsibility for whatever inadvertent errors there might be in the publication.

If at the end of the day I succeed in fulfilling our Mission in any way it is not because of my doing but because I have the people that carry me on eagles' wings. It takes the people to raise a child and give her/him the power of language. It is the people that make a Mission meaningful. It is the people that move a community forward. The metaphor of the people as collectivity is a strong force of positive power. The power of the people as a positive force transcends barriers of language, gender, race, religious bigotry, and a host of satanic impediments to progress and development. The power of the people as a collective force is the foundation for global kinship which is an imperative of the 21st century and beyond.

Using my rear-view mirror all I see in the last couple of months is that it is the people that have been President of Dakota TESL for 2013/2014 but they gave me the honor of taking the title. I am grateful to the good people of the DakotaTESL community. ***It is always the people.***

SAVE THE DATE!

DAKOTA TESL partnering with NDDPI

2014 FALL CONFERENCE

Wednesday, October 8—Friday, October 10

**Bismark Civic Center
Bismark, ND**

For more information, please contact Alissa Bland-Metzler
alissa_bland@bismarckschools.org



*“Thank you for what you do.
Teaching is the noblest, yet most thankless job.”*

DOING WHAT WE LOVE

Alissa Bland-Metzler

I would like to take a moment to say thank you to each one of you reading this article. Thank you for all you do for our children in schools. Thank you for the countless hours you devote to our profession. I am honored to hold myself in such esteemed company.

It seems these days that there are countless initiatives and responsibilities pulling at us from every direction in education: Common Core State Standards, project-based learning, differentiated instruction, Response to Intervention, just to name a few. We spend hours in teacher in-service trainings on district initiatives and in Professional Learning Communities. All of this, just to do what we love to do, which is teach.

I recently got married, and through many conversations with photogra-

phers, planners, and caterers people would ask me what I did, to which I replied, “I’m a teacher.” The responses warmed my heart and reminded me how happy I am to be a teacher. “Thank you for what you do. Teaching is the noblest, yet most thankless job.” I have heard these sorts of lines before, but never directly expressed to me. Each acknowledgment reminded me of the wonderful career, colleagues, and students I had waiting for me when I returned home from the wedding, and additionally I thought of all the teachers who don’t hear such acknowledgments on a daily basis. So I extend and share these appreciations and thank-yous to all of you. I know you don’t hear them as often as you should, so I will take this opportunity to share my appreciation for all teachers who are advancing our profession and advancing our children’s education.



USING PERCENTILE GROWTH CHARTS

Kerri Whipple

South East Education Cooperative—Fargo, ND

When we study the achievement of our English Language Learner (ELL) students, they are typically the fastest-growing subgroup in schools. However, as data-loving professionals, we have long asked the question in relation to our ACCESS scores, “What is good growth?” When combined with the language growth phenomenon “lower is faster, higher is slower,” we haven’t always received a good answer.

Fortunately, over the past couple of years, we have had a resource to help us answer this question. World-Class Instructional Design and Assessment (WIDA) released percentile growth charts to help us study our students in relation to other WIDA students.

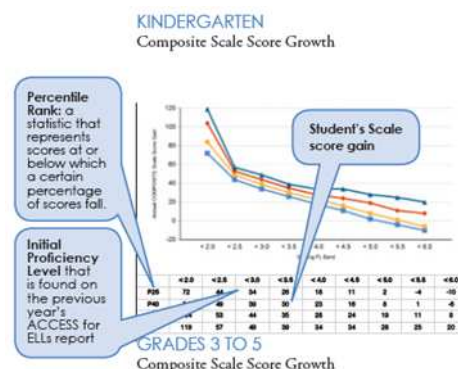
In North Dakota, due to our small number of ELLs, we use the WIDA-wide Percentile Growth Charts (PGCs) to review student growth. The state-specific PGCs for small states are not as stable over time as the WIDA-wide PGCs. To use the tool correctly, we must compare only the students who started at the same grade level and proficiency level as the students for whom we are examining growth.

The first step in looking at each student’s growth is to review two years of ACCESS data. We need to use the proficiency level, grade level and scale score for the first year’s score in order to correctly locate the starting point. Next, we need to use the scale score for the second year of ACCESS to calculate growth. In my experience, most data teams prefer to start with the overall composite score before examining other sub scores. The PGCs are organized by grade cluster and then by subtest (listening, speaking, reading and writing) or composite score (oral language, literacy, comprehension and overall composite).

Each page includes a chart that provides the percentile ranking based on the growth in the number of scale score points based on the proficiency level. The most difficult part of this exercise is remembering to go back to the first score to determine grade level cluster and proficiency level (students growth differs and is dependent on their starting grade level and proficiency level).

Data teams in North Dakota consisting of an administrator, a mainstream teacher and an ELL teacher (at a minimum) attended a training in January of 2014 to review individual school or district ACCESS data and create action plans around an area of need as evidenced by the student data. Most teams found that students at the lowest levels of English language proficiency had the highest level of service from the ELL teacher and were in the highest percentile for growth. We need to celebrate this success! At the same time, we have another subgroup that doesn’t seem to grow at the top of the percentile charts. This group of students (around Levels 3 and 4) has less direct language support and many of the students in this group have growth in the 25th percentile range. This information should be used to help make the case for more direct language service for students at levels 3 and 4.

Although the sheer volume of available student-level data can be overwhelming and requires time to dig into it, it is a required part of the work that we do. As part of the *Casteñeda v. Pickard* case, school districts are required to evaluate their ELL program(s) to ensure students are overcoming language barriers. WIDA’s PGCs can be used to find patterns that help schools adjust ELL program(s) to better meet the needs of the students. School teams should consider attending data analysis workshops in order to learn more about how to use this resource.



STRUGGLES WITH ACCESS TESTING: IS IT REALLY HELPING?

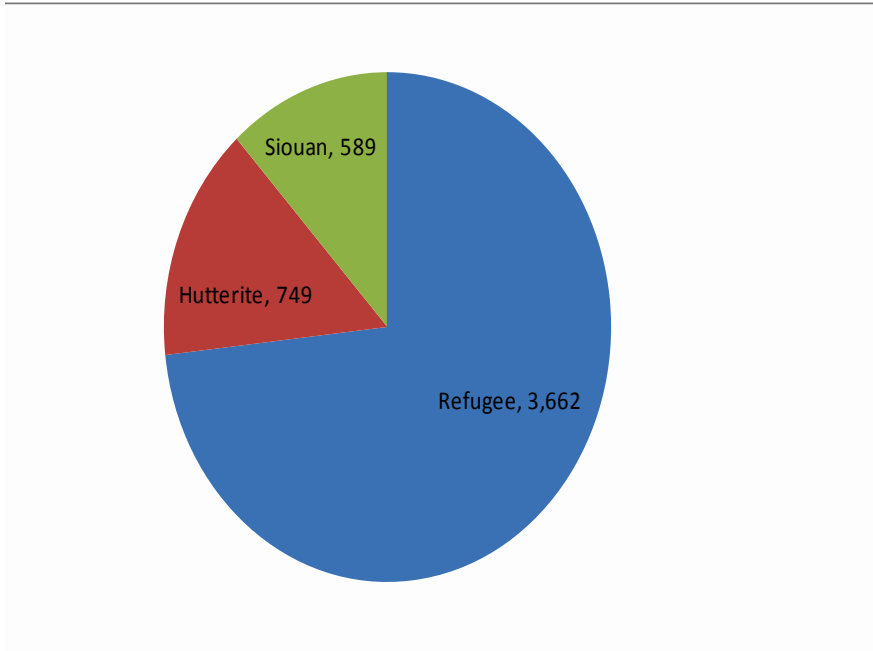
Sunshine Froehlich

Selfridge, North Dakota is a small town on the Standing Rock Indian Reservation. Selfridge Public School consists of about 100 students, grades K-12. Selfridge has about 17 ELL students that were identified by parents/grandparents using a home language survey. This is the second year I have given the ACCESS test and my high school students are getting very frustrated with the speaking test. One student stated, “I feel so stupid answering these questions; they are so easy.” How does a teacher respond to that?

The majority of the students that attend Selfridge are Native American with their heritage language being Lakota/Dakota. On the home language survey the parents/grandparents respond that Lakota/Dakota is spoken in the home, but when I talk to my students they say they never speak that language.

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4 More information on the use of PGCs is available in a WIDA focus bulletin, “Focus on Language Growth,” (2012) and can be downloaded at <http://www.wida.us/get.aspx?id=640>. Growth reports by district and school are another new resource that is available via a paid subscription. More information can be found at <http://wida.us/assessment/ACCESS/index.aspx?growthreport=1#scores>.



There are roughly 5,000 ELs in the state of South Dakota and the prediction is there will be a 20% increase in the next five years.

CRITERIA FOR MIGRANT ED IN SD

Jenifer Palmer, SD DOE Title I staff in charge of Migrant Education, reports that many teachers and administrators are not clear on what the criteria are for students to qualify as migrant.

BASIC MIGRANT CHILD ELIGIBILITY FACTORS

AGE:

The child is younger than age 22.

SCHOOL COMPLETION:

The child is eligible for a free public education under State law.

MOVE:

The child moved on his or her own as a migratory agricultural worker/migratory fisher **OR** the child moved with or to join/precede a parent, spouse or guardian who is a migratory agricultural worker/migratory fisher, **AND**

The move was from one school district to another, **AND**

The move was a change from one residence to another residence, **AND**

The move was due to economic necessity, **AND**

The move occurred within the past 36 months.

PURPOSE OF THE MOVE:

One purpose of the worker's move was to seek or obtain qualifying work:

The worker moved to obtain qualifying work and obtained it, **OR**

The worker moved for qualifying work specifically, but did not obtain the work, **AND**

The worker has a prior history of moves to obtain qualifying work, **OR**

There is other credible evidence that the worker actively sought qualifying work soon after the move.

QUALIFYING WORK:

The employment is seasonal or temporary, **AND** the work is agricultural or fishing.

ENGLISH LEARNERS IN SOUTH DAKOTA

Yutzil Rodriguez: SD DOE, Title III Staff, ELL

Who are they?

ELs come from nearly every continent, and represent dozens if not hundreds of countries, including the United States.

They speak hundreds of languages, dialects and tongues.

They are likely to be native born rather than to be immigrants or refugees.

They come from every socioeconomic class within American Society.

They may or may not have received a formal education in their home country.

ELs may or may not know some English.

ELs enroll throughout the school year and may begin at any proficiency level.

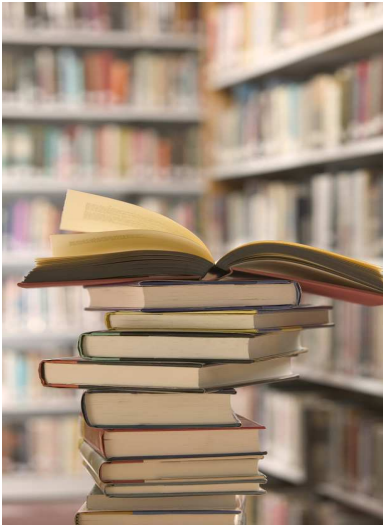
ELs are not "less smart" than English-speaking students.

ELs may qualify for multiple services offered by a school district.

Top 5 languages in SD:

Currently there are 70 languages reported by school districts in South Dakota.

1. Spanish
2. German
3. Karen Languages
4. Siouan Languages (Native American)
5. Nepali



NEW FAMILIES CREATE THE

Terry Nebelsick

When Missy Slaathaug contacted me in January and asked if I would write a guest column for Dakota TESL that would reflect the comments that I made at the Fall 2013 TESL Conference in Sioux Falls, I told her I would try. However, I asked her to first tell me what she heard me say. The comments that I made in Sioux Falls were given less than four minutes after I was asked to speak, so I simply spoke from the heart without notes. She said that she heard the pride that I had in Huron and the positive impact that the families of our ESL students had on our community. This is my personal perspective on the Huron that our family moved to in 1994, the devastating economic downturn that I witnessed from 1997 to 2007 and the rebirth that we've experienced in the last seven years .

“This is my personal perspective on the Huron that our family moved to in 1994, the devastating economic downturn that I witnessed from 1997 to 2007 and the rebirth that we’ve experienced in the last seven years .”

I love Huron and the people who live here. It was hard to watch Huron’s future slide as the following took place:

- The pork plant was purchased by outside interests and closed overnight, leaving 1,300 people without jobs.
- Northwestern Energy moved their corporate offices to Sioux Falls, taking many long established families.
- The railroad reduced its corporate presence in town, although many jobs were retained.
- Our beloved Huron University closed, causing the loss of students and families that were faculty, support staff, or made a living providing services to college students.
- Retail stores downsized or closed as neighboring cities brought in new stores that drew shoppers away from Huron.

You can imagine the effect that this had on the school population, as we went from over 2,400 students to under 1,900. The projected enrollment called for the district to drop to near 1,600 before we would stabilize. Our district reduced class sections and teachers lost jobs as we downsized to adjust our services to the number of students we served.

New industry coming to town was hampered by the sudden lack of a work force due to the departure of families. At our lowest economic point, the Hutterite Colonies made the decision to build their own turkey production plant in Huron, rather than ship their turkeys over great distances to plants in other states. As the plant struggled to find enough workers, families looking for a new start in America became interested in Huron. The majority of our new workers and their families come from Burma (now Myanmar) and have been living in refugee camps in Thailand. The economic turnaround in our community is beyond what we could have foreseen. Our school population is back above 2,300 students. Over 600 of those students qualify for ESL services. The majority of the students in our ESL programs come to us from the refugee camps with no formal education and with no literacy skills in their native language. We are so proud that some of these same students are now entering South Dakota colleges and tech schools.

This growth is causing the upswing in economic growth that all of South Dakota needs. This new workforce reflects a diverse population from many areas of the world and brings many good families who make a decent living, purchase homes and automobiles, and shop locally. The sales tax increase has helped our city rebound and state revenues increase at a rate above the national average. Our legislature has responded to this new economy and the increase in sales tax revenues with support that allows us to properly educate our new students starting with immersion in the English language and ending with teaching them our full curriculum.

REBIRTH OF A COMMUNITY

Walmart and other stores have come to Huron; the retail dollars are staying closer to home. We now have a 12 million dollar water park that draws people from all over the region. Medical services have expanded, and the increase in patients helps our independent hospital, including the introduction of new doctors every few months. Long-time families have seen their children return to town to provide professional services, including optometrists, dentists, lawyers, financial planners, bank officers, insurance providers, etc. leading to the formation of “Huron Young Professionals.” Two members of this group now serve on the school board.

Our community support is incredible as witnessed by over 70% voter support for \$22 million dollars to fund construction of new and refurbished elementary schools. The story of Huron is on the cusp of becoming the story of communities across the state of South Dakota. The new work force is employed in food production plants, dairy farms, poultry farms, a fiberglass production plant, the tourism industry, and as welders and machinists in manufacturing. School districts across the state are seeing the resulting change in the demographics of their schools.

Universities send their students to learn about our schools and our children. These academic visitors include nursing students, student teachers, aspiring educators and students of sociology and counseling in a changing world. We’ve been honored that both the governor and the first lady have spent time in our schools. We open our doors to anyone who would like to learn more about the incredible “second migration” into our wonderful community and school system. Next time you are in Huron, look around and see the new life our immigrants have breathed into our community. You will be impressed.

“Next time you are in Huron, look around and see the new life our immigrants have breathed into our community. You will be impressed.”

Valerie Fischer
Director of Adult Education

The North Dakota Department of Public Instruction, Adult Education Unit, manages the EL Civics program, under the authority of the Office of Vocational and Adult Education (OVAE). Services to New Americans include English language acquisition skills, citizenship preparation, community and career related training, and GED preparation. Services are provided by all 17 adult learning centers located across the state.

As of December 2013, more than 700 adults over the age of 16 received services. Historically, adult ESL populations were predominant in the larger eastern communities. However, given the strong economic development related to the energy and oil growth, job opportunities in western North Dakota have resulted in a transition to more western and rural communities.

The North Dakota Association for Lifelong Learning (NDALL) is the statewide association for adult education professionals, including ESL educators. Each year, the annual conference dedicates a pre-conference day session and a conference strand to the topics of improving ESL instructional strategies, cultural awareness, career pathways and citizenship strategies. The 2014 Fall Conference will be held in Bismarck, September 17-19.

Save the Date

North Dakota Association
for
Lifelong Learning

September 17–19, 2014
Bismarck, ND

Contact Valerie Fischer for more information:
Phone: 701.328.4138
Fax: 701.328.4770
E-mail: vfischer@nd.gov

SOUTH DAKOTA'S ADULT EDUCATION AND LITERACY PROGRAM

John P. Anderson

Adult Education and Literacy Program, SD Dept. of Labor & Regulation



The statewide number of enrolled English as a Second Language (ESL) adult learners in 2012-2013 totaled 792. In serving these learners, the South Dakota Department of Labor and Regulation (DLR) expended the EL Civics Leadership and Administration funds as efficiently as possible to provide professional development, coordinate services, develop relationships with employers, build capacity with other state and local entities, and collaborate with the national initiative known as English Language Learner University (ELL-U).

South Dakota's ELL-U Training Plan consisted of an orientation, an online course about Second Language Acquisition, a faculty-led [asynchronous] online forum, and a final Teacher Training Event. A total of 34 teachers from eight different agencies attended the face-to-face ELL-U Teacher Training Event in May 2013.

The English Language Instructor Development Program was in its second year of operation during PY2012. DLR, along with Lutheran Social Services' Refugee and Immigration Center, delivered another two cohorts which included a two-day, face-to-face training of mentorship, collaboration, classroom practice, observation, and evaluation. After the two-day trainings, there were components of online reflection that culminated in an Action Research Project Symposium at the 2012 Summer Summit—and then again in May 2013 at the ESL Spring Conference.

“Quite possibly the most successful use of EL Civics Leadership monies during PY2012 was the funding of EL Civics Field Trips.”

The DLR staff responsible for EL Civics also assisted DLR's Temporary Assistance for Needy Families administrator with a Managed Worksite project, proposal, and program transition. EL Civics allotment funds supported site visits, technical assistance/guidance, monitoring, and assessment training.

Quite possibly the most successful use of EL Civics Leadership monies during PY2012 was the funding of EL Civics Field Trips. These investments afforded three providers the opportunity to bring over 150 ESL/EL Civics students to the State Capital during Legislative Session. The students visited the Cultural Heritage Museum, toured the Capitol, and applied their classroom content to the law-making procedures they witnessed in Pierre. Some of the groups also met with State Representatives and Senators, the Secretary and Deputy Secretary of Labor and Regulation, the State Chief of Staff, and even Governor Dennis Daugaard. The largest group was publicly recognized by the Lieutenant Governor, and one student group filmed a video of their field trip to show their classmates who were unable to attend.

VOLUNTEERS IN HURON'S ADULT EDUCATION PROGRAM: HAVE I GOT A DEAL FOR YOU!

Missy Slaathaug

Q & A with Becki Lemke, program coordinator and John Taylor, ESL Instructor

How many ESL students total does your center serve?

- Last fiscal year we served 310 ESL students overall. In the first six months of this fiscal year, we've served 243, so we are on track to exceed our total from last year.

How many volunteers do you have?

- We have 4 volunteers that help us during the week. Two volunteers come on different afternoons for our beginning literacy group of 30 students and two volunteers come on different evenings to assist with our beginning literacy group of 45 students.

How do you recruit volunteers?

- We have a call for volunteers on the home page of our website, with a link to our volunteer application. We talk about the need for volunteers in our classes whenever one of our staff members speaks to any group in the community, and we share our need for volunteers with our partner agencies. We also had an article about volunteering with us in the local paper a few months ago. We got a tremendous response from that and have added several volunteers as a direct result.

FARGO SOUTH ELL STUDENTS ENCOUNTER GERMAN AMERICAN PARTNERSHIP PROGRAM

Cynthia Benson

Good conversation and good food can bring people together no matter what their background or culture. High school students from Germany and ELL students at Fargo South High School were able to experience this universal truth first hand in the fall of 2012.

Every other year, German high school students come to Fargo South High as part of the German American Partnership Program (GAPP) sponsored by the German government. Katie Wangstad, the German teacher at South High, coordinates their visits. In the fall, the German students stay with a host family and attend high school classes with their host brother or sister for about three weeks. Another requirement for their experience is that they explore a specific theme that relates to the area and school they are visiting. Last fall, the theme they chose to study was diversity at Fargo South High School. The 16 German students and 2 German teachers who accompanied them were from Itzeho, a town of about 33,000 people in northern Germany. Their school does not have the range of cultures that is found in Fargo and at South High, so they were curious to learn more about the make-up of our student body.



Our ELL program at South has about 115 students from many countries including Somalia, the Democratic Republic of Congo, Ethiopia, Burundi, Iraq, Sudan, China and Vietnam. Most of the students came to Fargo as refugees. Frau Wangstad and I arranged for the German students to interview students in 4 of our ELL classes at South. Each German student paired up with an ELL student to ask questions about their countries of origin, how and why they came to the United States, what their adjustment to Fargo has been like, and their dreams for the future. The ELL students were excited to be interviewed and shared their stories openly. As the interviews ended, the ELL students turned the table and asked their partners about life in Germany, and both groups shared friendly conversations back and forth learning about each other.

the Germans and ELL students contributed ethnic recipes. After the Germans went shopping for the ingredients, both groups got together and prepared recipes from each other's countries. The students enjoyed making and eating food from the different cultures. When cooking time ended, there were smiles, picture taking and hugs all around. To remember the event, the German students compiled a cookbook of the recipes they used, featuring ethnic favorites such as Somalian samosas, African plantains, and Schwaebischer Kartoffelsalat (potato salad) from southern Germany.

A culminating project for their study of diversity at South High was a book the German students prepared featuring each ELL student's story, pictures and insights they gained from their experience. In their book, the German students shared that "all the students we interviewed told us how much they appreciate being in a safe, peaceful country now and the educational possibilities they have in the USA." They summed up their experience by saying, "Talking to the ELL students and cooking (and laughing) with them was very enriching to all of us. We were touched by their stories, full of respect for their courage and we learned a lot!"

The diversity project was so successful that when the GAPP students will visit again in the fall of 2014, the plan is to have the new crop of German students interview and share time with the ELL students once again.



COORDINATING TITLE I AND TITLE III

Laurie Matzke
Federal Programs Director
ND Dept of Public Instruction

For the past two years, the North Dakota Department of Public Instruction (ND DPI) has been working to better align the federal Title programming under the Elementary and Secondary Education Act (ESEA).

In March 2012, the ND DPI relocated the administration of the Title III program, English Language Acquisition, to the Title I office. This move also aligned with federal initiatives to strengthen relationships and collaboration between Title I and Title III. Then, in July 2013, under State Superintendent Kirsten Baesler's leadership, the ND DPI underwent further restructuring designed to create efficiency within the department.

In an effort to streamline the administration of the federal Title programs under the ESEA (e.g., Title I, Title II, Title III, Title IV - 21st CCLC, etc.), the Title I office was renamed the Federal Title Programs office. The various Title programs under the ESEA are administered through this office.

This restructuring has promoted increased coordination among the various federal Title programs. There are many similarities between the Title I and Title III programs: this collaboration has not only been relatively easy, but it just makes common sense.

With similar federal requirements and similar audiences, we have found many ways to coordinate efforts between the Title I and Title III programs.

TECHNOLOGY FOR TESOL

Tara Arntsen

During my time as a graduate student at the University of Southern California, I had the opportunity to take many interesting courses. One that really stood out to me was called New Media Literacies. While it did not have a TESOL focus, it totally changed the way I thought about education.

The main premise of the course was that the world is changing and it is no longer good enough to be able to read books, newspapers and other traditional print materials. Students today need to have literacy skills related to new methods of communication.

Along with those skills comes the need to understand the importance of digital citizenship and in addition, the etiquette and rules for the new styles of communication. This is an area that many educators would probably prefer to leave to computer teachers, but I have come to see how important it is for teachers in any content area, including ESOL.

Since taking the New Media Literacies class, I have delved into educational technology and its uses in the ESOL classroom. I have made a greater effort to integrate technology into my classroom environment and courses as a whole. I have sought out and tested a variety of resources, presented on one such website at the MinneTESOL conference last fall, and presented on the topic at the TESOL International Association Convention in Portland.

If you would like more information, I invite you to visit the [TESOL Blog](#) where I post twice a month on the topic. Educational technology and new media literacies are areas that I enjoy sharing with others. Perhaps browsing my blog will inspire you to do some research of your own and consider new media literacies an important part of your teaching as well.

Website:

<http://blog.tesol.org/a-whole-new-world/>

COORDINATING TITLE I AND TITLE III...CONT.

Some of the ways that we have coordinated our efforts include:

1. Professional Development/Joint Trainings – We offer joint high quality professional development at the state level to collaborate and streamline training efforts.
2. Improvement Plans – Both federal programs require schools and districts that do not meet their annual objectives to develop an improvement plan addressing the specific reasons for not reaching their goals. We have encouraged schools and districts to create one improvement plan to address requirements for both federal programs.
3. Consolidated Application Process – We have streamlined the application process for school districts to apply for federal Title program funding.
4. Services to Private Schools – The requirements for providing services to eligible private school students are very similar in both federal programs. For example, both programs require the school district to document their consultation process with private school personnel when deciding on appropriate services. We have created a sample form for districts to use for both programs.
5. Consolidated Monitoring – We are working towards consolidating the monitoring process rather than visiting districts in isolation to monitor each federal program individually.
6. Communication and Correspondence – The Federal Title Programs office disseminates a monthly newsletter to all educators statewide. This newsletter provides an opportunity to disseminate key information on the various federal Title programs in one place.

The Federal Title Programs office continues to strive for additional ways to foster coordination between the Title I and Title III programming. The pending ESEA reauthorization will undoubtedly further align program requirements to encourage a more unified approach to administering the programs under the ESEA.

The Administrator position of the Title III/ELL program within the ND DPI is currently vacant, and we are working to fill it as soon as possible. Until the position is filled, any ELL questions can be directed to me, Laurie Matzke, at lmatzke@nd.gov or (701)328-2284.

USING TECHNOLOGY TO SUPPORT LEARNING IN A MULTI-GRADE HUTTERITE CLASSROOM:

Michelle Schilling

Technology has become a common part in most children's lives in both public and private schools and is becoming more valuable in Hutterite Colony classrooms. The colony where I teach is one of the fortunate Hutterite Colony schools that has embraced the use of technology in the classrooms. Many colony schools are less fortunate. Not only do we have 1 computer for every 2 students, we are also blessed with the use of ipads and other technological devices to support student learning in the classroom.

“The colony where I teach is one of the fortunate Hutterite Colony schools that has embraced the use of technology in the classrooms.”

Primary grades use iPads to practice routine skills such as phonics, spelling, math, and handwriting and, more creatively, to compose original stories with voice-overs. Students also use certain apps to record their oral reading in order to critique themselves to become more fluent readers.

Multi-grade classrooms benefit from the use of technology not only in supporting what is taught by the teacher but also with classroom management. Technology engages students while practicing important skills. The technology in the Hutterite classrooms complements and extends instruction.

Virtual field trips have been an important addition to our classrooms. The students are given the opportunity to see places, things, and people not normally seen or experienced by Hutterite students. Teachers and students can go out into the world to learn without ever leaving the classroom, truly an invaluable learning experience for these students, since they rarely leave the colony.

Since the Hutterite students do not have computers or any other technology in their homes it is important to provide learners with many opportunities to practice the technology that they will be using. Teachers make computer skills a regular part of the learning process. As is true for any learners new to computers, the more they are exposed to computers, the more comfortable they will feel using them.



In the upper grades technology is used for nearly every aspect of education. All of the courses are online, so the students work at computers to do the majority of their assignments. The few items that are done on paper are then scanned and emailed to the respective teachers. In the event that students need to ask a question, they first email their teachers and then meet with them using Blackboard Collaborate. This allows them to see and hear their teacher while sharing a white board on which they can both write simultaneously. All of these pieces of technology work together to bridge the gaps and allow expert teachers to connect with students in remote areas. This is particularly beneficial for those Hutterites who prefer to have their children educated in the security of their own colony.



Mejai B.M. Avoseh with Marines at the Marine Ball in Gaborone, Botswana.

FROM VERMILLION TO KASANE: A LIFELONG JOURNEY OF LEARNING

Mejai B.M. Avoseh

Life's journeys come in phases and sometimes unexpectedly. I have always been a risk-taker. It was a risk for me to leave everything behind in my original home in Nigeria to head to the United States about 20 years ago. I secured a teaching job with the New York City public school system and did it for about three years. By the third year I had serious reservations about the way the No Child Left Behind Act was being run. I decided to take the risk of going back to the college classroom. When I secured the appointment at the University of South Dakota everyone in New York thought it was too much of a risk and advised against it. It was a risk for a Nigerian-American with a triple-layer accent to want to work in a State that is predominantly Caucasian. I took the risk all the same. Less than ten years into that risk it pleased God to honor me with the William J. Fulbright Award for U.S. Scholars. That award was the beginning of another journey. I elected to use the Fulbright award to teach and do research in the Republic of Botswana.

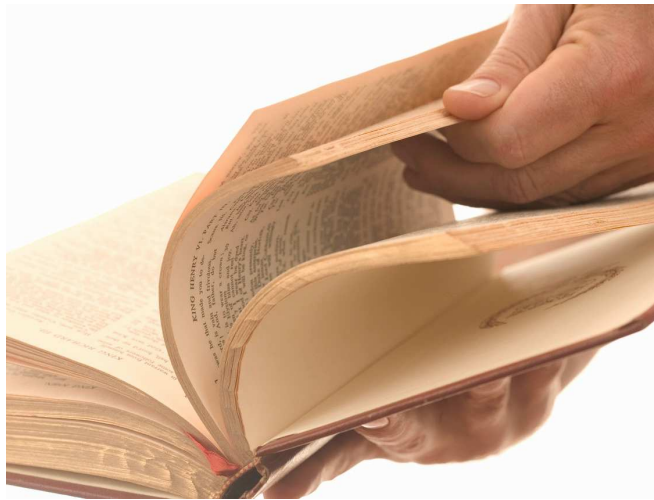
“It was a risk for me to leave everything behind in my original home in Nigeria to head to the United States about 20 years ago.”

My journey to Botswana started on July 24, 2013. The flight from Atlanta to Johannesburg, South Africa, was about 16 hours plus an additional 45 minutes by air to Gaborone, Botswana.

I arrived in Botswana on July 25, 2013 and the learning started immediately. My first knowledge was the fact that there is winter in Botswana. It was my first experience of winter in Africa. Then I got the opportunity to explore the University and the City of Gaborone. Things are generally slanted towards the British format especially the educational sector. Students in Botswana enjoy the best of a welfare state. For those in college, the government pays students' fees, gives them a book allowance, in addition to a monthly allowance. Health care is free in public hospitals and health centers. Although English is the language of instruction, Setswana is generally spoken everywhere. The University has a robust international program that attracts students mostly from America and Europe. Botswana is generally safe and violence-free. The country is so crime-free the police are not armed beyond batons. The city of Gaborone is populated with malls and there are too many cars on the roads even on Sundays.

I have found time to do some traveling in spite of my heavy teaching load and research. I have traveled several times to South Africa. I have also traveled to the extreme north of Botswana (about 13 hours from Gaborone). Kasane is a tourist haven and a border town connecting Botswana to Namibia, Zambia, and Zimbabwe. Kasane has game drives and boat rides on the Chobe River. Standing by the Chobe River made me really miss our Missouri River in Vermillion. I crossed over from Kasane to Victoria Falls in Zimbabwe. Vic Falls is another tourist magnet that bestrides Zambia and Zimbabwe. Vic Falls provides a mini-globe in terms of the geo-spread of tourists at any given time. In such situations when one runs into tourists from different parts of the globe and from different linguistic backgrounds, English becomes the easiest of all the media of interaction. Every tourist tries to pick conversational English to establish some social link with others. I am not surprised that from Vermillion to Kasane and all the way to Vic Falls, the English language remains the medium. The journeys have been a complex web of learning that help ignite the reality of globalization. The journeys are lessons in environmental education, in language education, in culture, and in real-life diversity (as opposed to paper-diversity).

The journey has also been fun. For instance, I have attended and learned a great deal from many social functions outside my comfort zone. One of such functions was the 238th Marine Ball in Gaborone. It was quite an event with all the distinguishing characteristics of America. The journey from Vermillion to Kasane was made possible by the Fulbright Award for U.S. Scholars. The Fulbright award is humbling and a very prestigious honor especially for an individual for whom English is a third language.



IMMERSION FOR ESL STUDENTS: BRUTAL BUT NECESSARY

Katarzyna Maria Jedeluk

The ESL label has been something near and dear to my experience in the past 11 years. Even though my English has improved tremendously since I first came to the USA at the age of 16, and I receive many compliments about my proficiency in my second language, I still think of myself as that kid in high school who could not speak English.

I graduated from NSU last December with a Master's in Educational Studies with an emphasis in ESL, and began work as an IEP (Intensive English Program) instructor at NSU. It has only been a couple of weeks since I started teaching students from Saudi Arabia, China, Korea and Sri Lanka. I cannot believe that until recently I was just like them, struggling to read, write and speak in English, and now I am on the other side, teaching these students English. One thing I have noticed is how hard it is for older students past the age of 18 to learn English fluently. All the classes I have taken in college about Language Development and Second Language Acquisition mentioned the brain's decreased plasticity that results from aging. It is just harder when you are older.

For me, full immersion into the language at the age of 16 was the key ingredient to successful completion of high school. Every day I spent eight hours hearing and seeing English everywhere. The only way for me to communicate was through English or hand gestures. I did have a little electronic translator that I carried with me everywhere and used when I felt utterly lost. The process of learning

English for me was almost like that of a child learning a first language. I do not exactly remember how I learned the second language, but eleven years later, I cannot quite go back to the time in my memory when I was barely able to say only a few words in English.

The challenge that I see facing my students who are 18 years or older is that they have to deliberately put themselves in situations where they can practice English with native speakers. At their age, it is hard to step out of one's comfort zone, feel vulnerable and make mistakes in front of one's peers. However, the more immersed these students are, the faster the language acquisition will occur. The students have to not only learn English in class, but they need to jump into the ocean of every day authentic experiences in which they are made to use English constantly.

The full immersion experience is not always a pleasant one but it will propel the learning process for the older students who are at a little bit of a disadvantage due to their age. I try to encourage my students to step out of their comfort zone and risk being ridiculed. I urge them to practice their English with native speakers as opposed to constantly interacting with those who speak the same language. An old Jewish proverb reminds us that "those who are easily embarrassed do not learn." So, putting up with a little embarrassment is perhaps just part of the process of really gaining fluency in the second language.

ARE TWO TEACHERS BETTER THAN ONE?

MEETING THE EDUCATIONAL NEEDS OF ELLs IN SD

Lindsey Olson

Several classrooms across the Sioux Falls School District are richly diverse, containing a mix of socio-economic, ethnic, and religious groups. This diversity poses a unique situation in which both teachers and itinerant staff need to support and encourage each other to best serve the needs of our students.

At Cleveland Elementary in Sioux Falls, we have created an environment where the classroom teachers, ELL teachers, and LIA (reading specialists) are in constant dialogue about what is best for our students. As we discuss students' needs, we remember that each of us is an expert in his/her field. Classroom teachers provide knowledge of the curriculum and learning styles of their students, ELL teachers contribute information about teaching strategies, second language acquisition, and cultural information, and finally, LIA teachers offer guidance about reading strategies that may be effective for each individual student.

In order for our push-in model of instruction to become more effective, we have developed a block schedule where 90 minutes of content-specific instruction is taught at the same time every day. We have also incorporated an intervention system based upon students' proficiency using assessments developed by our grade level teams. These assessments and interventions are made possible through our weekly collaboration meetings. In addition, ELL and LIA team members are welcomed and encouraged to join weekly grade level team preparation meetings if schedules permit.

This push-in model of instruction has been successful at Cleveland Elementary for the following reasons:

- Each team member (classroom teacher / ELL teacher / LIA teacher) has input on the block scheduling of the content-based areas.
- Students do not lose any learning time transitioning from their classroom to a pull-out classroom.
- Classroom teachers do not need to scramble to re-teach material that was lost during a student's pull-out time.
- Collaboration allows for all team members to plan together to incorporate Common Core Standards into instruction.
- Individual responsibilities and roles are clearly outlined in advance, so that discussions are based on mutual respect and a desire to achieve the best for learners.

For many, there are drawbacks to a push-in model of instruction. Some teachers feel as though they lose ownership of their students when others are involved. But for those at Cleveland, there are many convincing reasons to continue our push-in model of instruction. Push-in instruction allows for all students to receive 90 minutes of uninterrupted content-based instruction on a daily basis. In addition, team members have designated roles within our learning communities. We have found that our push-in instructional model has created a more cohesive learning environment at Cleveland as we have maximized learning opportunities for our students.

Dakota TESL states that one of its goals is to meet the educational needs of the English Language Learners in our communities. I believe the push-in model of instruction is one that embraces all learners as "ours" not "yours or mine."

R.U.F.F PROJECT: AN ELL AND CANINE BOND TO PROMOTE READING LITERACY

Rebecca Andvik

In February 2014, five individuals from the Dickinson community came together to build a relationship between English Language Learning elementary students and a therapy dog. This project is adapted from a similar program hosted by Therapy Pets of the Red River Valley in Fargo, named R.E.A.D. (Reading Education Assistance Dogs). The R.E.A.D. program has teams that work throughout the United States to improve child literacy with the aid of a trained mentor with paws. Fargo's program has taken it one step further and placed the focus on English Language

The Reading Unjudged to Furry Friends, or R.U.F.F., project in Dickinson will begin as a study to look at whether reading a book to a trained therapy dog can aid in the language development of an elementary ELL student. The objective is to raise the student's ELD (English Language Development) level. The research obtained from this study will then be compiled and studied to promote continuation of the program in Dickinson, North Dakota.

The 2014 inaugural R.U.F.F. project started in late February. This study consisted of six sessions with four



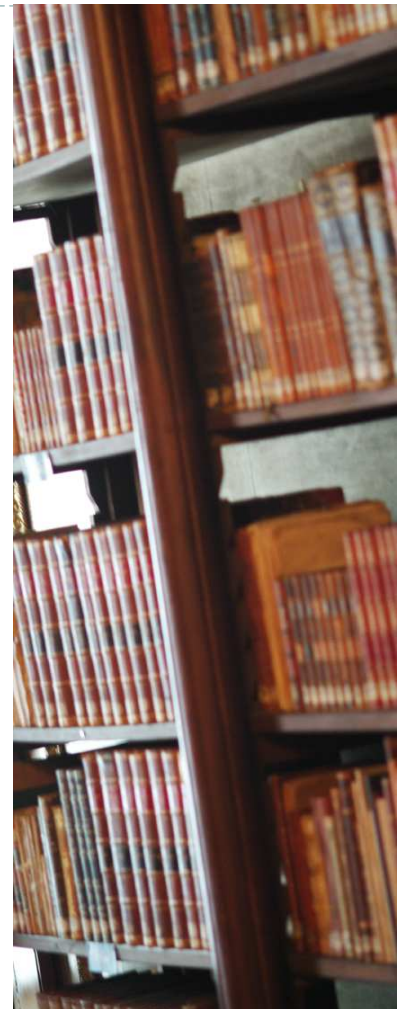
“Hopefully, R.U.F.F will make reading less TOUGH!”

Learners and how therapy canines can improve English literacy skills.

After carefully observing Fargo's R.E.A.D. program, R.U.F.F.'s principal investigator Hyunjung (Flora) Cho recruited co-investigators to create a strong backbone for the program. Lane Heid, the Children's and Young Adult Librarian for Dickinson Area Public Library, hosts and coordinates the sessions at her library. Rebecca Andvik, Dickinson Public School's ELL Program Facilitator, coordinates student selection, parent communication/translation, and pre and post assessment of elementary school students. Ilene Cohen-Pearson, the President of Therapy Pets of the Red River Valley, coordinates the therapy dog selection and communication with the owner. Ilene will also coordinate the reading slots for each student. All these participants will conduct, direct, and be responsible for the study. Susan Cook, Administrator for Heart River Elementary school, approves, supports, and will also observe on occasion during the sessions. This therapy dog plan earned approval by the Dickinson State University Institutional Review Board (IRB) for the Protection of Human Research Participants.

pre-selected students, kindergarten through fifth grade. ELL students were selected with WIDA ELD levels of 1-3, with the intent to positively impact their literacy score at the end of the sessions. Prior to contact with their canine reading companion, each ELL participant received an audio file and a copy of the book they would read to the dog. The students were instructed to listen and follow along in their book as a preview process.

The hope is that R.U.F.F.'s therapy dogs will provide many benefits to our ELL students as they progress in their journey of learning English. In various settings including hospitals, libraries, and schools, dogs have been known to relax their companions, lower blood pressure, and help children to focus, leading them to work to achieve their goals. For ELL students, communication and reading in a new language is often a frustrating obstacle. Reading Unjudged to Furry Friends will help calm the nerves of the students, build their confidence, and ultimately turn the challenge of reading into an enjoyable activity, further motivating each ELL child to continue in the process. Hopefully, R.U.F.F. will make reading less TOUGH!



**ACCESS TESTING:
CONTINUED FROM
PAGE 4**

I understand Lakota/Dakota is their heritage language, but is it too far back to be the deciding factor in identifying my students as ELLs?

According to my ACCESS results, my students really struggle with writing, but is this a language problem or a curriculum problem? It raises a bigger question: what is the right way to speak or write English? How do we define it? Every community, every economic level, every culture has their own variety or dialect of speaking/writing English. Do we need to speak/write English based on where we live and the expectations of our peers, parents, teachers, professors, or co-workers? Or based on an outside, national standard? Many of our students might not leave the reservation and as a teacher I want them to succeed, but sometimes I wonder if giving an extra test only frustrates them and keeps them from wanting to go on. They feel incompetent and wonder why they have to be in an extra class. They feel that they do know how to speak English. What makes my identified ELL students any different from the unidentified?

I see struggles like this with every student, in every school, not just Selfridge. As professionals in the ESL field, we should consider these bigger questions and continue the conversation of how to serve every student who needs help with English and what kind of help is the best fit for different populations.

TEACHING GRAMMAR

Amy VanderLugt

One of my favorite sessions at any conference I've attended was Elizabeth Skelton's "TPR Storytelling for Adults" at the Closer Connections Conference in 2009. Ms. Skelton taught us a simple story in German using pictures and TPR. My coworker and I grinned and laughed through the whole thing, and we learned quite a bit too. We thought if we could simplify this for our beginning-level students, they would have a blast learning English just like we had a blast learning German.

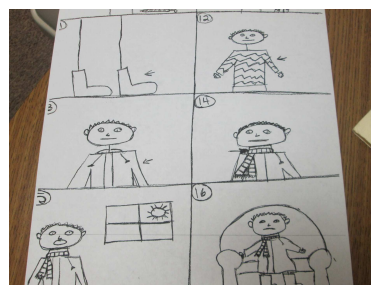
So began our project creating the first of many picture/TPR stories for our Oral 1 classes. First we demonstrated the story and vocabulary using real clothing, then gave the students a chance to be involved hands-on with a "man" we created much like a large paper doll.



"The man" with some stick-on clothes (isn't he stylish?)



The last step in the process was a series of pictures—one for each sentence of the story. We were not artists, but my coworker came up with clear, simple pictures such as this:



Here is the text of our story "The Man and the Weather" (note the repetition for low-level students):

1. The man is at home.
2. He needs to go shopping.
3. He looks out the window. It is sunny.
4. He puts on a shirt.
5. He looks out the window. It is raining.
6. He puts on a jacket.
7. He picks up an umbrella.
8. He looks out the window. It is snowing.
9. He puts down the umbrella.
10. He takes off the jacket.
11. He puts on boots.
12. He puts on a sweater.
13. He puts on a coat.
14. He puts on a scarf.
15. He looks out the window. It is sunny.
16. He stays home.

THROUGH STORYTELLING

The students responded very well and got a kick out of our stories too (at the expense of our South Dakota weather). After a few days, our beginner students were able to retell an entire story just from looking at the pictures. One of my students in particular stunned me—she was extremely timid and I had never heard her utter a complete sentence. As I walked around the room observing and helping, I heard this student speaking about each picture in nearly perfect sentences. I could hardly believe my ears.

Fast-forward a few years and Elizabeth Skelton presented again at the Closer Connections conference in 2013. This time a new coworker, Julia, was intrigued and inspired. She and I decided to try this same technique in our intermediate level Oral 3 classes. Though we'd never seen it done, we thought the storytelling method should be able to engage higher level students as well. So we came up with a story to teach comparatives and superlatives, with a dash of humor thrown in.

“After a few days, our beginner students were able to retell an entire story just from looking at the pictures.”

Here's the text of “The Man Goes Shopping” at a high-intermediate level:

1. The man looks in the fridge because he is hungry.
2. The wife looks in the fridge because she wants to make dinner.
3. She says – Honey, we are running out of veggies. Could you go get some?
4. The man says – Sure, no problem. What should I buy?
5. Could you please buy some green apples, some red potatoes and one bell pepper?
6. No problem. I will be back.
7. The man goes to Walmart.
8. He goes to the produce department.
9. He sees pink, green and yellow apples.
10. The man thinks – Pink apples are sweeter than green apples. And yellow apples are the sweetest. I like that.
11. He puts a bag of yellow apples in his shopping cart.
12. Then the man sees red, gold and brown potatoes.
13. He thinks – Gold potatoes are bigger than red potatoes. And brown potatoes are the biggest. I like that.
14. He puts a bag of brown potatoes in his shopping cart.
15. Then the man sees bell peppers, chili peppers and jalapeno peppers.
16. He thinks – Chili peppers are hotter than bell peppers. And jalapeno peppers are the hottest. I like that.
17. He puts one jalapeno pepper in his shopping cart.
18. The man comes back home.
19. The wife sees the groceries.
20. She is upset.
21. She says – Next time I will go shopping myself!

My coworker's husband kindly furnished the artistry for our story (thank you, Donoso), and Julia said her students responded well. She pointed out that the key to this story is using real fruits and vegetables in class to introduce the concept of comparison. It is certainly a fun and interactive way to learn grammar!

Students enjoy every opportunity to interact with the material introduced in class, and we hope we've given them the chance to do so with this grammar-based story. If you'd like a scan of the full picture sequence to use in your class, please write me at amy.vanderlugt@lsssd.org and I will send it along. Enjoy!



RELATIONSHIPS ARE WHAT IT'S ALL ABOUT!

Brenda Teske

Getting parents involved in their children's school can be tough even when cultural and language barriers are not present. As educators, we know that student achievement increases when parents and other caregivers are active in their children's education. Parent involvement has been a focus of my team for the past few years. We operate a migrant consortium in the northeast area of South Dakota where the migrant population consists primarily of Hispanics. Through research, collaboration with other professionals and our own experiences, we have learned a few valuable tips and strategies to increase parent participation among ELL and migrant populations.

“As educators, we know that student achievement increases when parents and other caregivers are active in their children's education.”

- Invite families to share their culture. When you invite them into the classrooms to share aspects of their culture or to attend a social event of some sort, you demonstrate and encourage openness and respect among the school and families.
- Make efforts to learn the language, even if it is only a phrase or two. This shows parents you want to communicate with them.
- Send information home in the families' native language; in fact, all communication with parents should be provided in their home language. Again, this sends the message to the families that you respect their differences and are eager to communicate with them. Ask families what they need. Our team has compiled booklets with listings of community resources along with contact information to help families access support networks they may need. Additionally, we send surveys annually to find out what our families need assistance with. The liaison sends letters home at least once during the school year to connect with parents and explain the services the school can provide.
- Provide families with a “go to” person for communication purposes. Our team has a liaison that works directly with our migrant families. Families know that they can contact the liaison with questions and concerns. Letters, emails and texts are also utilized to communicate with families.



- Make an effort to get to know your families. Each family comes to us with varying needs and experiences. Understanding these differences communicates to families they are welcomed and accepted.
- Introduce families to places of interest in the community. Some of our gatherings have taken place at the local zoo, city parks, and museums. Again, this tells families they are welcome and it helps them get to know their community.
- Provide opportunities for families to collaborate with each other. Our gatherings let parents connect with other families dealing with the same issues. They are able to offer support to one another as well.

Creating that bridge between school and home is essential in increasing migrant family involvement and supporting migrant student success.

LITERACY EFFORTS IN ETHIOPIA: VISITING ETHIOPIA READS LITERACY PROGRAMS

Jill Shafer

Anne Walker and Jill Shafer recently returned from Ethiopia where they spent almost three weeks working with Ethiopia Reads staff from six different schools and libraries. Most of their work was in Kembata-Tembaro, one of the most heavily populated and impoverished regions of the country. In partnership with Ethiopia Reads, they trained librarians and teachers in book centered literacy practices. They also helped Ethiopia Reads staff initiate an assessment program for the schools and libraries it built or helps serve. Ethiopia Reads is a non-profit organization, established by former UND instructor and children's author Jane Kurtz in 1998.

It is important to note that this agricultural country does not use farm equipment and therefore all the work is done by hand. In rural areas, days are full of taking care of basic needs to provide water, food, and firewood. Children are expected to assist with this work. Boys' jobs include helping with the herding of sheep, cows, and donkeys as well as crop support. Girls' jobs include collecting water and firewood, preparing food, washing clothes, and tending to younger siblings. We saw the reality of these basic needs competing with children's education, often affecting the length of their schooling. That said, there is an increase in children attending school, particularly in the primary years. There is also an increase in females attending schools and while the gender discrepancy is still large, it is starting to narrow. Currently 55% of Ethiopian youth (15-24) and 39% of adults (15+) are literate. By gender, the adult literacy rates break down to be 49.1% for males and 28.9% for females. Among youth (15-24), literacy rates are at 63% for males and 47% for females (UNESCO Institute for Statistics, May 2012). Such factors as ongoing poverty and the need for children to work in this agricultural setting contribute to continuing low rates of literacy. Limited schooling for girls is further perpetuated by such additional factors as traditional roles for females, including early marriage and child rearing.

Ethiopia Reads has opened over 60 libraries and 6 schools in the past 15 years to support literacy development and make schools more accessible to rural and impoverished communities. They have also begun to train staff to assess programs to promote a more effective use of the schools and libraries it has built. Anne and Jill were asked



to provide trainings to teach local Ethiopia Reads staff how to use assessment tools and begin implementing simple assessments. Assessment tools including checklists and rubrics were demonstrated to help staff establish a reliable means for

data collection and collect baseline data to work from. The trainings also included demonstrations on how to develop low cost and no cost literacy materials such as using environmental print, creating a vo-

cabulary building memory matching game, making word building blocks, and making a simple "All About Me" book. All educational items demonstrated could be made from materials readily at hand. Kinesthetic games were also used to demonstrate interactive methods for teaching vocabulary from the books in their libraries.



At the completion of this initial three-day training, four members and volunteers of the Ethiopia Reads staff accompanied Anne and Jill to visit 5 additional schools in rural communities to carry out similar trainings. These rural schools required a daily 1 1/2 to 2 hour drive, each way, to reach the schools from the closest town. An interpreter for the national language, Amharic, accompanied Anne and Jill to each of the schools and libraries. However, a third language was often spoken in the remote villages which required additional assistance by local school staff. As a result, most materials were developed trilingually at each school.

The reception at schools was heartwarming as the children enthusiastically demonstrated songs and recitations for their visitors. Small groups from various classrooms were selected each day to work with teachers to try out the new materials and activities. Ethiopia Reads staff increasingly stepped in to carry out segments of the training, taking the lead more and more.



While most of the rural schools had minimal resources, staff and students worked enthusiastically with what they had. Most of the classrooms at the schools we visited had approximately 70 students. Students attended half-day school to allow as many as possible to be served in two shifts by the limited number of schools. Schools typically did not have supplies to offer their students and we were often asked for pens and other school supplies.

We were impressed to see the drive for learning and education among the students and their teachers. We were also left with a deeper understanding that ongoing training and support are needed to help these libraries and schools more effectively use the new resources. Progress in literacy has been slow in Ethiopia but is increasing. Ethiopia Reads staff continues to spread the word about the literacy needs of this country in order to promote the donation of critical literacy materials. They also seek to establish ongoing relationships with international educators to work with their local staff to further equip them to fully use the resources and facilities they now have.



*Closer Connections Conference
October 2013*



VOLUNTEERS IN HURON ADULT EDUCATION PROGRAM CONTINUED

Missy Slaathaug

Q & A with Becki Lemke, program coordinator and John Taylor, ESL Instructor...continued

How much do you depend on volunteers?

- Without our volunteers, our student/teacher ratio in some of our classes would be 40 to one. That's just not an effective way to educate anyone, but especially not our English language learners since the majority of our students fall into the Beginning Basic Literacy level, and many are pre-literate. Having volunteers in the classroom provides for more small group instructional opportunities and helps us to ensure that if students need more individual attention, they can get it. Without our volunteers, we would not be able to serve the number of students we do in a way that makes for good second language learning.
- The other, more intangible effect of having volunteers working with our English language learners is greater awareness of the diverse cultures living in our community. Our volunteers share with others in their lives the stories about the work they do in class. Our staff is constantly working to educate our community about our students, but I think having other voices with that same message in the end of the sentence is missing

Interview with Phyllis Lemke, Volunteer with Huron's Adult ESL program

How did you become interested in volunteering with adult ESL learners?

- I mentioned to my daughter (who works for Cornerstones) that I had too much time on my hands. Her answer was "Have I got a deal for you!" I tried it and liked it.

How long have you been volunteering?

- Since July of 2013.

What kinds of things do you do? Who are your learners?

- I help with learning centers, learning games, worksheets etc... Interacting with the students and speaking English to them is a big part. I work with a class of about 25 Karen students that range in age from teenagers to 80 something.

What have your challenges been during the time you have volunteered?

- Challenges? Sometimes finding a way to make something make sense to them. They don't always have a point of reference.
- Successes? – Every day, they are accepting, cheerful and eager students, and seeing them gain life skills through ESL class is very rewarding.

What kind of support does a volunteer need from the teacher and the administration of a program?

- Initially, follow the teacher's lead and learn how they teach. He or she will let you how you can help and from there it is a natural progression.

What helped you most when you started?

- I am not by nature shy or self-conscious about trying new things, but I think the thing that helped me most is that I truly like people and have worked directly with people most of my life. That, and I was working with a teacher that let me jump in and try, and was willing to answer questions when I needed clarification.

What advice would you have for someone thinking of volunteering?

- Don't be afraid to try, and accept that being a little nervous to start is normal. It goes away quickly. Most of all, just enjoy it. For me, the reward is far greater than what I give.

"One of the greatest rewards of my time volunteering is the wonderful people I've met and grown to love. I realize that sounds sappy, but it's the truth! The students' appreciation of what they have here in the US and of what we are doing to help them is more than enough reward for me. Every single student shakes my hand and thanks me at the end of every class. They bring me small gifts, like fruit or a bar of soap, to show how much they appreciate my help.

For each person, what they get from volunteering will be different. For anyone who enjoys working with people, volunteering in ESL class is instant gratification every single day. You can't leave these classes feeling sorry for yourself or unhappy with what you have in your own life. I would encourage instructors to invite potential volunteers to spend some time in their classes and to see what happens there. It only took me one visit to class to know that I could do the work that needed to be done and that it would be a positive experience for me." - Phyllis Lemke

Dakota TESL

<p>President:</p> <p>Dr. Mejai B. M. Avoseh</p> <p>University of SD 414 E. Clark St. Vermillion, SD 57069</p> <p>Mejai.Avoseh@usd.edu</p>	<p>Dr. Mejai Bola Mike Avoseh (MBM) is an Associate Professor of adult and higher education at the University of South Dakota. He received a BA and MA degrees in philosophy, a Postgraduate Diploma in Teacher Education and a Doctor of philosophy (Ph.D.) degree in adult education all from the University of Ibadan (Nigeria). In addition, he has a Master of Science degree in educational leadership and administration from the College of Saint Rose, Albany. Dr. Avoseh is a certified K-12 teacher with the State of New York. He also has the SAS & SDA (Principal and Superintendent) certifications of the state of New York. Furthermore, he is a Certified Quality Assurance Review Chair for the AdvancED Commission on Accreditation and School Improvement. Mejai has taught at different levels of education in Nigeria, Namibia and the United States. He has presented and published widely in different areas of adult and higher education across the globe. Most friends, students, and colleagues call him MBM.</p>
<p>President-Elect:</p> <p>Alissa Bland-Metzler</p> <p>Bismarck Public Schools Will-Moore Elementary 400 E. Avenue E Bismarck, ND 8501</p> <p>alissa_bland@bismarckschools.org</p>	<p>Alissa Bland-Metzler is an English Language Learner (ELL) Program Coordinator and teacher in Bismarck Public Schools in Bismarck, North Dakota. She is currently in the final year of her doctoral degree program through the University of North Dakota and will graduate in 2015 with her PhD in Teaching and Learning in Teacher Education. Her research focuses on best practices, literacy, and effective program model delivery for English Language Learners. She has a Master's degree in Elementary Education and Reading from the University of Mary in Bismarck, North Dakota, and she received her undergraduate Bachelor of Science in Elementary Education from the University of North Dakota.</p> <p>Outside of her professional and academic worlds, Alissa is enjoying her newlywed life with her husband Jefferson. When she doesn't have her nose in research books you will find her with her knitting needles, a ball of yarn, and her loyal Golden Retriever, Gracie, by her side.</p>
<p>Secretary:</p> <p>Lindsey Olson</p> <p>Sioux Falls School District Cleveland Elementary 1000 S. Edward Drive Sioux Falls, SD 57103</p> <p>Lindsey.olson@k12.sd.us</p>	<p>Lindsey was born and raised in Luverne, MN. She graduated from Augustana College in Sioux Falls, SD in 2011 with a Bachelor of Arts degree in Elementary Education as well as a Music Minor, Kindergarten Endorsement, and ESL Endorsement. Lindsey started her career as an education in the fall of 2011 with the Sioux Falls School district. She has been an English Language Learner teacher at two Sioux Falls schools, Terry Redlin Elementary School & Cleveland Elementary, and is looking forward to completing her third year in the district.</p> <p>In her spare time she enjoys spending time outdoors as well as traveling with her family and friends. She have been to 7 countries in 7 years and is looking forward to another summer full of traveling.</p>
<p>Treasurer:</p> <p>Amy VanderLugt</p> <p>Lutheran Social Services P.O. Box 2408 Sioux Falls, SD 57101-2408</p> <p>Amy.vanderlugt@lsssd.org</p>	<p>Amy has been an ESL and technology teacher at the Refugee and Immigration Center in Sioux Falls for nine years. She has a Master's degree in Intercultural Studies/TESOL from Wheaton College in Illinois. Before graduate school she lived in China for two years, and since then has traveled internationally as much as she can. She loves working with refugees and immigrants, both teaching and learning culture every day.</p>

Board Members

<p>Secondary Education:</p> <p>Cindy Benson Moorhead Public Schools Moorhead, MN 56560</p> <p>bensonc@fargo.k12.nd.us</p>	<p>I am currently teaching ELL English at Fargo South School in Fargo, ND. I have been teaching ELL students in the Fargo Public schools since 1996 at both the middle school and high school levels. I have also mentored new ELL teachers in our district. Before coming to Fargo, I taught English at the Alternative Learning Center in Cottage Grove, MN. Prior to that, I spent three years teaching at an American School in Medellin, Colombia. My very first teaching job was in Laredo, Texas where most of my students spoke Spanish as a second language. In addition to my ELL Endorsement, I have a Master's Degree in Special Education.</p>
<p>Elementary Education:</p> <p>Rebecca Andvik Dickinson Public Schools Dickinson, ND 58601</p> <p>randvik@dpsnd.org</p>	<p>I currently work for Dickinson Public Schools as the ELL Program Facilitator. There are 8 schools in the district; 6 elementary, one junior high, and one high school. This position was created 3 years ago, and our ELL population has grown from 20 students district-wide to 101 students! This year I am excited to have 2 additional ELL instructors to help with the education of our growing population. Before this position, I had been teaching elementary 6th grade science, ESOL services, and Spanish in Florida for 4 years. My dedication to English Language Learners began in Wisconsin where I was an adult ESL teacher and ESL Children's Program Coordinator for an organization that is now called English Language Partners of Wisconsin. My bachelor's is in Spanish from the University of Wisconsin-Stevens Point, K-6 Education certification from Northwest Florida College, Spanish Education from Dickinson State University, and ELL certification through the University of North Dakota. I am married to a wonderful husband who is a wildland firefighter for the National Park Service. I enjoy visiting my family, traveling, and I love to run. I am very excited for the opportunity to serve in this position for Dakota TESL!</p>
<p>Hutterite Colonies:</p> <p>Michelle Schilling Ellendale, ND 58436</p> <p>michelle.schilling@ellendale.k12.nd.us</p>	<p>Michelle is a K-2 teacher at Maple River Colony near Fullerton, ND. Maple River Colony is part of the Ellendale Public School District. This is her 7th year at the colony. It has been a wonderful experience. Her previous experiences involved teaching kindergarten, teaching at the public school in Ellendale as a Title 1 Math and Reading teacher, and then teaching PE to grades K-6. Outside of school she enjoys spending time with my family, riding motorcycle, and gardening.</p>
<p>Native American Education:</p> <p>Sunshine Froelich Standing Rock Indian Reservation, Selfridge, ND</p> <p>sunshine.froelich@sendit.nodak.edu</p>	<p>Sunshine has her BS in teacher education from Sitting Bull College. Over the years she has taught at the local Head Start (head teacher and center supervisor), Fort Yates Elementary School (special education para-professional), Standing Rock Schools (high school remedial reading and second grade), Selfridge Public School (Title I kindergarten teacher and Lakota Language teacher k-6). She is currently working on her ELL endorsement and teaching at Selfridge as the ELL teacher.</p> <p>She has been living on the Standing Rock Indian Reservation for the last 9 years with her husband and two children on a ranch near Selfridge ND. She loves teaching on the reservation and has had the privilege of teaching predominantly Native American students. She has such a passion for her students and their culture and loves getting to know them and their parents/grandparents. Her mother-in-law, husband, and children are members of the Three Affiliated Tribe in Newtown and she always encourages her children to learn their heritage and culture whenever they have the opportunity. She is excited to be on the Dakota TESL board as the Native American representative as feels the culture of our students is very important and a part of their identity they need to understand.</p>

Dakota TESL Bios continued on page 24

Board Members - continued

<p>Migrant Education:</p> <p>Brenda Palsma-Teske Watertown School District Watertown, SD 57201</p> <p>Brenda.Palsma-Teske@k12.sd.us</p>	<p>Brenda is currently the Assistant Director of Special Services at the Watertown School District. My duties include: directing the Title I program and NE Migrant Education Program, 504 Planning and assisting the Special Education Director. I hold a Bachelors Degree from Augustana College in Elementary Education and Special Education. I obtained my Masters Degree from SMSU in Educational Leadership in 2002. I live in Milbank, SD with my husband, Hal, and my two stepdaughters, Ria and Haeli.</p>
<p>TESOL Liaison:</p> <p>Dr. Jill Shafer University of North Dakota Education, Room 271 231 Centennial Hall Stop 7189 Grand Forks, ND 58202</p> <p>jill.shafer@und.edu</p>	<p>Jill has a Ph.D. from Texas A&M University in Adult and Extension Education. She began her career 12 years ago when she spent a year in Uzbekistan teaching English and has been in the field of ELL Education ever since. Jill currently directs and teaches in the on-line M.Ed. and Certificate English Language Learner Education Program at the University of North Dakota. She also teaches Multicultural Education to pre-service teachers.</p>

MEMBERSHIP

Membership in Dakota TESL is open to ESL/ELL professionals in the Dakotas and surrounding states. These teachers may work with students in all settings: K-12, higher education, adult education, literacy tutoring, and more.

Your membership entitles you to our Dakota TESL newsletter, which is packed with teaching strategies and resources being successfully used in North and South Dakota classrooms.

We hope you'll take the opportunity to formally join us if you haven't already. Our membership year runs from October to October, with annual membership dues of just \$15 (reduced-price memberships for students are also available).

DAKOTA TESL MEMBERSHIP FORM

Name: _____

Organization: _____

Address: _____

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E-mail: _____

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Please send a check for \$15 to:

Amy Vander Lugt

1609 W. 11th St.

Sioux Falls, SD 57104

Dr. Mejai B.M Avoseh, President
University of South Dakota
414 E. Clark St.
Vermillion, SD 57069

E-mail: Mejai.Avoseh@usd.edu
Website: <http://dakotatesl.com/>



Save the Date!

**NDDPI FALL CONFERENCE
TESL FALL CONFERENCE**

October 8—10

**Bismark Civic Center
Bismark, ND**

**For more information, please contact Alissa Bland-Metzler
alissa_bland@bismarckschools.org**