



Letter from the President

“What have I gotten myself into?” I asked when I stood on the stage in North Dakota and invited the participants to come to South Dakota for the 2017 Closer Connections Conference. All I knew was a date, there where so many unknowns. I couldn’t even tell the participants the registration fee or location.

“What have I gotten myself into?” I asked as I spoke to three different conference sites trying to get the best deal in town. Did I have enough rooms? What food do I order? What tech equipment do I need?

“What have I gotten myself into?” I asked again as I choose a conference guiding team. Created a budget with no actual guarantee of income. Listened to Emily Koo tell me it would be ok. Read Kerri Whipple’s emails asking guiding questions about what needed to be done. Felt overwhelmed as Tara Arntsen kept me updated on the finances. Heard Missy Slaathaug’s encouraging me not to worry, “You’re doing great”. Sat in Laura Smith-Hill’s office and took comfort in her unwavering commitment to listen to all my fears and ideas, over and over again.

What did I learn from repeatedly asking myself this question as I embarked on each different task?

I learned, the belief I held about the value of cooperation and collaboration emulated from all those who

helped me. The old saying, “Many hands make light work” should be the motto for the President elect. When you are surrounded by people who are dedicated to the mission of the organization, a monumental overwhelming task transforms into small steps each accomplished not on your own but as a cooperative group.

I grew beyond my own imagination; so many skills are needed to create a conference of any size. My organizational skills and budgeting savvy gave me the courage to step forward. Some skills I relied on the team to provide. Other skills I learned through encouragement, modeling and necessity. The skills needed to go from the invitation all the way to welcoming participants at the conference included, grant writing, choosing speakers, formatting strands, running a silent auction, obtaining paperwork to file with USF for credits, tracking payments, editing, marketing and negotiating services just to name a few. As I finally realized the magnitude of my commitment my confidence waivered but those who surrounded me became my buoy and held my head above water until I learned the skills to swim on my own or I found the right person to complete the task. One of

my team members gave very good advice, “The most important thing the President elect can do is delegate and let others help.”

As I stood on the stage at the Ramkota in Sioux Falls last year, I asked myself another question, “Why were you so nervous?” The conference happened and even though I know it didn’t go off without a few hiccups: it happened. All the words of wisdom, working hands, shared ideas and past experiences brought the Closer Connection Conference to fruition.

The years of experience and unwavering commitment held by past presidents, board members and planning committees to ensure a conference which informs and educates educators is phenomenal.

Knowing what I know now, I want to encourage anyone who is thinking about getting involved with the Dakota TESOL organization to jump in. Jump in as a board member, area representative, or member of the guiding team. You could offer to write an article for the newsletter or present at the conference. Even if you’re not sure and you don’t know what the future holds, “Jump in!”. I am proud to say, WE will be there for you every step of the way.

Submitted by Diana Streleck, Dakota TESOL

Inside this issue:

Dakota TESL is Now Dakota TESOL!	2	Fresh Off the Boat	7-8-9
Save the Date	3	Effective RTI with ELS!	10
Teacher Preparation and English Learners in the Dakotas	4	Identifying Native American ELS	11-12
Northern State University Implements Pathways Program	5	Migrant Literacy Net	13
Using Movies to Enhance Learning About Culture and Diversity	6-7	ELP Teacher List Serve	13-14-15
Fresh Off the Boat	7-8-9	Dakota TESOL information	16

Dakota TESL is Now Dakota TESOL!!!!!!

Dakota TESL: North Dakota and South Dakota Teachers of English as a Second Language is now officially Dakota TESOL! Teachers of English to Speakers of Other Languages.

Dakota TESOL's mission remains the same: to provide professional development and networking opportunities for

ESL/ELL teachers so they, in turn, can better meet

the needs of the students they serve.

Established in 2001 as a non-profit organization, Dakota TESL became an official affiliate of International TESOL in 2009. At the Annual Meeting at the 2017 fall conference, there was a unanimous vote to change the organization's name to Dakota TESOL, to clarify our identity as an affiliate of the International TESOL organization.

The new name more accurately reflects our mission today. As **T**eachers of **E**nglish to **S**peakers of **O**ther **L**anguages from around the world we have come to see that English is sometimes our students' second language but often it is their third, fourth, fifth, or sixth language!

The new name also reflects our status as an Affiliate of TESOL International, which has been bringing educators, researchers, administrators, and students together for more than 50 years to advance the profession of teaching English to speakers of other languages. TESOL International has more than 12,000 members representing 160 countries, and over 115 affiliates worldwide.

Being a part of this international organization gives us access to many resources and serves to connect us to other teachers with the same mission and passion. Just as TESOL International has a yearly conference to inspire and provide professional development, Dakota TESOL has a tradition of sponsoring a yearly conference; one year in North Dakota, and the following year in South Dakota.

Dakota TESOL members include:

- Adult ESL instructors
- K-12 ELL teachers and tutors
- Teachers of American Indian students
- Language teachers
- Future teachers/university and college students
- ELL administrators and program coordinators
- Hutterite colony teachers
- Professors of higher education
- and more...

We are deeply grateful to the many individuals who have carried the TESOL torch and passion to establish and maintain this vibrant organization. We think especially of

Yvonne Lerew who was instrumental in establishing our non-profit organization status in 2001, Missy Slaathaug who has carried the torch year after year to make sure each new board knew their responsibilities so the organization could carry on, Laura Smith-Hill in South Dakota and Kerry Whipple in North Dakota who have worked with many a new presidents and boards to ensure our yearly conferences continued. We are also deeply grateful to Wendy Sanderson for her work establishing a website and maintaining it for several years. Thank you to everyone who has stepped up to attend a conference, become a member, serve as an officer on the board, or to serve on one of the many yearly conference guiding teams.

To use Laura Smith Hill's words, "Thanks to all of you, Dakota TESOL is a vibrant and active organization, comprised of a committed and supportive network of professionals."

2018 Conference Invite

SAVE THE DATE

NOV. 15-16, 2018

DoubleTree by Hilton, West Fargo



Keynote

John Segota



Associate Executive Director for Public Policy & Professional Relations, TESOL



Teachers from North and South Dakota will gather to participate in continuing education sessions highlighting the latest research-based best practices in the field of English Learners.

The populations served by EL teachers are diverse and always changing. At this year's Dakota TESOL Conference we'll take a look at "The 6 Principles" which are a core set of principles for the exemplary teaching and learning of English as a new language. They are universal guidelines drawn from decades of research in language pedagogy and language acquisition theory.



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Teacher Preparation and English Learners in the Dakotas

The past decade has seen vast growth in the number of p-12 students in public schools in North and South Dakota who speak a language other than English at home. These students vary greatly in terms of their knowledge of English, educational background, sociocultural and emotional factors, financial resources, and proficiency in their home language. What is common across these learners, is the need for teachers who are competent and confident in their ability to meet their educational needs through instruction that features effective, research-based strategies, and a combined focus on content and language development.

We often say in teacher preparation that our task is not just to prepare teachers for today's classrooms, but to prepare them for the classrooms of the future. To that end, Educator Preparation Programs (EPPs) throughout the Dakotas have been steadily revising their programs to help ensure that teachers entering the profession are equipped to meet the needs of linguistically and culturally diverse students. Revisions include the inclusion of courses into the program of study, the addition of a minor focused on EL instruction, and/or course work leading to an endorsement.

A number of EPPs have added required coursework to their teacher preparation

programs to ensure that all candidates enter the profession with foundational knowledge of the characteristics of ELs, an understanding of the processes of second language acquisition, and how to adapt instruction for students at various levels of English proficiency. Others, such as the University of South Dakota, have created a minor in Teaching English as a New Language that provides the course work and field experiences required to apply for the endorsement.

The requirements for endorsement are very similar across the Dakotas. In North Dakota, teachers can add the **English Language Learner Endorsement** by submitting transcripts for audit (<https://www.nd.gov/espb/sites/www/files/documents/SFN-58309-English-Language-Learner-Endorsement-05-17.pdf>). The endorsement requires 16 semester hours of coursework to include the following areas: 4 semester hours of Foundations (multicultural education, foundations of second language acquisition); 6 semester hours of linguistics (linguistics, psycholinguistics, sociolinguistics); 2 semester hours of Methods of teaching English as

a second language; and 2 semester hours of assessment and testing of culturally diverse students. Additionally, candidates must have 2 semester hours of a field experience in bilingual or ESL classroom teaching.

The requirements in South Dakota are comparable. Certified teachers can add the **Elementary or Secondary English as a New Language Endorsement** with the completion of 18 semester hours of coursework that covering the following content strands: Linguistics;

Our task is not just to prepare teachers for today's classrooms, but to prepare them for the classrooms of the future.

Development of curriculum and instruction for new language; Language and culture; Program assessment; Reading for students with limited English proficiency; English as a new language methodology; and Study in the developmental characteristics of K-12 learners (<http://doe.sd.gov/certification/documents/ELEM-EL.pdf>). Two years of verified teaching experience or the completion of a practicum, internship, or student teaching experience is also required. A new provision in the recent certification rules allows the endorsement to also be added by meeting the cut score on the Praxis 5362: English to Speakers of Other Languages content exam.

Submitted by Karen Kindle



Northern State University Implements Pathways Program

Northern State University (NSU) started a Pathways Program in its Academic English Program (AEP) in the Fall 2017 semester. The Pathways Program offers Advanced AEP students a clear path toward study and graduation at NSU by pairing content courses that count toward graduation (i.e. PHIL 100 Introduction to Philosophy) with AEP courses (i.e. EAP 033 Advanced Listening/Speaking). Upon completion of the program, students will have completed 4 required courses and have 12 credits towards their graduation. This Pathways Program is designed to help AEP students achieve higher levels of academic success in content courses, and the first year of the program at NSU has shown that students can and will be successful in Pathways.

The first key factor in the success of the Pathways Program and the students is the pairing of the AEP course and content courses. This involves looking at the list of general studies courses, meeting with professors, and talking to them about their classes, assessment, and willingness to collaborate with the Pathways Program. One aspect of that partnership is the content course professors allow the AEP instructors to sit in as

guests in the content course classes and add them to their D2L sites. This is an important aspect because the lessons of the AEP classes are based on the material in the content courses.

In the Fall 2017 semester, we paired PHIL 100 Introduction to Philosophy with EAP 033 Advanced Listening and Speaking. These classes paired well because PHIL 100 is a lecture class in which the students are required to take notes in order to be successful, and they learn about effective notetaking skills in EAP 033. In the Advanced Listening and Speaking class, much of the time was spent on reviewing and revising their notes. Students did this by comparing their notes with each other and looking at the PowerPoint slides from D2L. These classes also paired well because the students discuss the content of the philosophy class in the listening and speaking class.

In addition to pairing classes based on the class style and assessment in the content course, the professors in these courses play a key role in the students' success. The professors in these courses

understand the purpose of the Pathways Program and the needs of the AEP students, and they have made accommodations to assist these students. For example, in the Sociology 100 class, which was paired with the writing class, the

students were required to write three essays. Two of these were based on books the students read, and the other was based on a documentary they watched. Most of the students got the question

prompts for the essays a week before it was due. However, the sociology professor sent me the prompts at the beginning of the semester so the AEP students had more time to learn and practice the writing process.

Submitted by David Downham

Seek opportunities to show you care. The smallest gestures often make the biggest difference."

— John Wooden

Using Movies to Enhance Learning About Culture and Diversity

Teaching linguistically diverse learners requires more than simply knowing how to apply specific instructional methods. Also important are affective and dispositional components, like respect for the diverse abilities and experiences new learners have, and patience and compassion as they learn language skills and become comfortable in their new environments. The dispositions related to being empathetic and respectful are vital to in order to appreciate the implications of students' diverse cultural backgrounds and stories.

As instructor of a Foundations of English as a New Language course intended for university students who wish to work with diverse learners and their families, I wanted to help my students increase their awareness and understanding of the role that cultural differences play in the teaching and learning of students who may be new to a country or struggling with the English language.

This course focuses more on the foundational knowledge of the historical and legal implications for English as a Second Language instruction rather than specific methods of teaching English. An important purpose of the course is that those enrolled (many of whom are prospective teachers) have opportunities to explore cultural diversity, acculturation, and consider their own biases about linguistic

diversity and immigration or refugee-related concerns. It is difficult to acquire these important lessons from a traditional textbook or lecture. One very helpful resource has been the book, *The Middle of Everywhere*, by Mary Pipher. Reading and reacting to this collection of stories about refugees and their difficult and also meaningful moments of adjusting to life in a brand new country is a powerful experience for the prospective teachers.

However, it seemed necessary that additional engaging and thoughtful activities to consider acculturation and diversity be included in this foundations course.

Along with the reading, three popular movies were used to assist these prospective teachers in developing an increased awareness of cultural differences and the implications of being in a completely new place, adjusting to a new way of life, and even struggling with one's own cultural identity in the process. I felt that movies would offer a visual, entertaining and emotional learning experience, and inspire my students to more carefully consider all that comes with significant and sometimes scary changes in a person's life.

Bringing movies into content areas to further students' understanding and bring certain concepts "to life" is not exactly a new idea. Some films are able

to illustrate various issues that are important to fully comprehending a topic or issue. History, philosophy, and even business law courses have used movies in the classroom to support student learning and interest in the subject matter.

The three movies viewed were *My Big Fat Greek Wedding*, *The Good Lie*, and *Brooklyn*. *My Big Fat Greek Wedding* has been used by other ESL instructors as not only a stimulus for talking about cultural diversity, but the specific dialogue from the movie can be examined to explore and practice English speaking and vocabulary skills. For the Foundations of English as New Language course, this movie was used primarily for analysis of issues related to cultural identity and the traditions of dating, marriage, weddings, and even family and gender roles.

Refugees, complications of resettlement, and family histories are significant components of the stories presented in *The Good Lie*. While not as lighthearted as *My Big Fat Greek Wedding*, *The Good Lie* offers a touching and serious view of the issues surrounding refugees and their acculturation experiences, things that are certainly worthy of attention.

The movie *Brooklyn* tells a romantic story of a young woman's journey to the United States in the 1950's. The main character must adjust to a new place, a new career, and new people, and during those events, she deals with grief, guilt, and discovering who she really wishes to be.



Using Movies cont.

The movies are shown at various points during the semester: one at the beginning, another at the mid-point, and finally, the last movie shown at the end of the semester. For the final examination, the university students are expected to discuss impressions of the three movies, and they must identify and explain important connections and similarities evident in all three movies. They also are required to share about moments in the movies that caused them to think more carefully about issues related to cultural diversity and topics of immigration and refugees, and how they imagine those concerns potentially impacting the classroom learning experience for diverse students.

The task of reflecting on each movie and how it portrayed cultural diversity, as well as looking for common ideas and themes shared among all movies, is at first a rather challenging task.. However, the students often tell of very interesting observations they made about elements of hidden and visible culture that were important in two or three of the films, including food choices, religious rituals, feelings of homesickness, family, ideas about education and relationships, finding employment, struggles of adjusting to new surroundings, and the reasons why a person chooses to leave his or her home. They can see, even within very different scenarios, how certain implications

related to acculturation and cultural diversity are common feelings and challenges shared by so many people.

After considering all that they observed and learned from the movies, the prospective teachers have enhanced their understandings of cultural diversity and, hopefully, increased their feelings of empathy and their willingness to take into account the varied beliefs, traditions, and experiences of their future diverse learners. All learners, regardless of age, will benefit from an educator who values and respects their unique experiences and cultures!

Submitted by Heidi Sackreiter

Fresh Off the Boat (Welcome to America, Your Chemistry Class Starts in 8 Minutes)

Disclaimer -- This is MY method. It worked for me. Take what you like and ignore the rest. I use Jagrut to tell the story, but I have also used it with 3 other students.

Jagrut arrives from India with 4 English words - "Hello", "Yes", "No" and "OMYGOD!" He is 17.

Here is my plan:

Tell myself repeatedly that my own children, did not speak intelligible English for the first two years of their lives. They were in a full immersion program with LOTS of support. Jagrut will take a while. Baby steps are all I need. I will meet with him first hour and last

hour of every day. First hour is one-on-one and last hour is in a small (5 students) class/study hall setting.

Sit down with colleagues and really brainstorm as to what it takes to THRIVE at my school. I came up with... (a) navigate the lunchroom (way too tough), (b) use the restroom, and (c) get the faculty and staff to be your allies. So, I put a name tag on Jagrut and during the first hour of the first day we walked the school. Here is the conversation:

Me: Mr. Counselor, I would like you to meet Jagrut.

Jagrut: Hello

Counselor: Hi. I am sorry. What is your name?

Jagrut: Jagrut.

Counselor: Can you say that again?

Jagrut: Jagrut.

Counselor: Nice to meet you, Jagrut. (Handshake) I am Mr. Counselor.

I repeated this with the Miss Librarian, Miss Secretary, Mrs. Nurse, Ms. Lunch Lady, Mr. Custodian, Mr. Safety Officer, Dr. Assistant Principal and ANY student that was roaming the halls. I printed a little card with the lines so unsuspecting persons we met knew how to play along.

Fresh Off The Boat cont.

We actually talked to several people multiple times during that first hour, always repeating. When Jagrut went to his second class, choir, and his teacher asked his name...he was ready. He also learned that it is okay to request "Can you say that again?" As difficult as it was for us to learn his name, it was more difficult for him to learn ALL of our names.

We repeated this scenario over the next couple of weeks adding, "How are you?" "Can you help me...with my locker, with my class, with my question?" Jagrut learned everyone's name and greeted them with a smile. This went a LONG way in getting people to be willing to help. Staff liked him, knew his name and greeted him everyday. This made him feel welcome. Other students picked up on it and followed through by offering their own greetings. I would also email the BEST people on Monday morning "Hey, we are doing present progressive this week, ask Jagrut if he is running? walking? eating? studying?"

As for the bathroom, a trip to Google translate let me print out a card with "May I use the restroom?" on one side and the Hindi equivalent on the other. He could show it to a teacher when necessary. Lunchroom was overwhelming for the vegetarian boy that spoke no English. He ate in my room and watched cricket games on YouTube. His brain needed a break.

If there is no person that can do one-on-one during that first hour, find a senior volunteer, a National Honor Society Student. See if Ms. Lunch Lady or Miss Librarian can help. Get creative, but get

one-on-one help, especially in the very beginning.

After our initial oral interactions, during the first hour of the day, I turned to Grammar Gallery and started teaching. It was not perfect. I supplemented when I could. I often felt overwhelmed, but it was structured, available and appropriate. PLEASE do not worry about finding the perfect curriculum or the perfect computer program. Just choose something and do it. As time goes on, you will see what works for you. It is important to choose something and see it through for at least a semester; any less than that and is difficult to see any gains.

3) Work with your counselors closely to come up with a plan for scheduling. Again, no plan is perfect, but do your best and try to keep everyone involved.

-- Choir is a terrific class. It works on highly repetitive language and pronunciation is stressed for ALL participants so it seems less awkward. As an added bonus, it shows off for the parents. Jagrut's mom filled an SD card with photos of her baby in his concert tuxedo. She did not understand a single word that came out of his mouth, but he was just like all the other kids. Her baby was an American student in an American school doing American things and it filled her with joy.

--PE is good and bad. Because it has a low language demand, it allows the EL a chance to participate. For Jagrut, it was his road into inappropriate language and uncomfortable showers. The PE teacher helped greatly with showers, dressing and all of those things. He used iTranslate on

the iPad a lot. As for language, Jagrut had already built a rapport with staff. We knew it was not being done purposefully, and we would correct and correct until he understood that some words are not respectful to adults. Jagrut enjoyed the exercise and learned a lot of American culture by studying American sports. He enjoyed being a member of the winning team from time to time. He went sledding for the first time in his life -- it's in the yearbook!

--Math, I am the EL teacher/Algebra teacher. Numbers are numbers, but story problems are killer!! Although he was 17, we placed Jagrut into Algebra 1 based on school records and the results from Fast Math testing. I relied heavily on SIOP and had language objectives everyday. I walked him through quizzes and tests the first quarter. I sat next to him and had him walk me through every step of every problem. Sometimes it took us two days of study hall to finish. Second quarter he had to start the quiz/test alone with the support of review sheet/notes and then ask me for help. Third quarter was review sheet/notes but by himself and because Jagrut was good at math he completed the fourth quarter of Algebra with no help other than simplifying the language on story problems. Tell your local math teacher that Highly Repetitive Language is important and explicitly teach how to read directions. It helps all students.

FOTB cont.

--English for the first semester was speech. Jagrut was allowed to use the Smart Board/Google slides as a visual aid for every speech. This was his first speech. "I am Jagrut Patel. I am 17. I am tall. I am vegetarian. (This was really important to him.) I am from India. I like cricket. I like pizza. I like South Dakota. What is your name?" Every sentence was on its own slide and was accompanied by a picture. He made me call his mom during lunch to tell her that he had given a speech all in English. He was so proud. I have to admit, the English was so heavily accented that it was hard to recognize as English. The teacher graded him on eye contact and volume. As the semester went on she added elements to his rubric. By the end of the semester he gave speeches with only pictures. They were still simple and practiced ad nauseum, but he clearly demonstrated that he could engage an audience and present his ideas in a clear and organized manner. His pronunciation improved.

--Physical Science was taught by a brilliant woman that would create labeled pictures of concepts. Jagrut would match labels to pictures, sequence pictures or group pictures into categories to show that he was grasping the concepts of science. She would have groups do oral presentations on the SmartBoard/Google slides and Jagrut would always be responsible for at least one slide. Often the teacher, or aid would write the sentence for him, but they always made sure that he understood what his part was. The other students accepted this. Jagrut was a fully integrated part of the class. Another

brilliant strategy that she is using this year was adapted from Dr. Watson. The science teacher writes out SIMPLIFIED notes in clear handwriting and then takes them to the photocopier where she lightens them. Because Hindi does not use a Roman alphabet, she has students trace the notes when it is note taking time. This allows the student to have correct notes AND practice writing at the same time. They also get into the habit of taking notes. Paired with the picture supports it helps with vocabulary recognition. She keeps the original which can be used year after year. The student places his notes in a binder.

-- Study Hall gave Jagrut lots of support from National Honor Society students. They might help create slides for speech, do map puzzles of the US, or finish Algebra homework. My favorite story is a very popular senior boy coming in for a week of study hall at the beginning of second semester. Jagrut had to write a compare and contrast essay for English 9. I gave Senior a Venn Diagram and sentence frames. The two watched baseball and cricket videos on YouTube. They asked if they could go to the library. When they had not returned, I went to find them. They had NOT gone to the library, instead they had grabbed a ball and bat from Senior's car and were teaching each other both games in the hallway. Jagrut was screeching "YOU'RE OUT!!" and senior was arguing with the few words that he had learned in Gujarati.

Now, if you are well versed in South

Dakota graduation requirements, you will see that at 17, we put Jagrut into a freshman schedule. We discussed this with his parents and let them know that this meant he would be in school until he was 20 or 21. Everyone, including Jagrut, agreed to that. He could have taken summer school and we did credit him with foreign language because of his language studies in India to help in fulfilling credits. This became a mute point because Jagrut moved to Chicago. However, it does indicate that there needs to be serious planning for the future when assigning them their first schedule. Many students want to be out of school and in the workplace by the time they are 18. We are working with local agencies that provide adult education to help us get high school equivalency diplomas to those that leave school at age 18.

I hope that this helps give some ideas to low incidence schools. Feel free to contact me pkallis@ysd.k12.sd.us if you want to talk.

Submitted by Pam Kallis



Effective RTI with ELs : Thoughts from a TESOL 2018 Presentation

Jessica Burchett, of Marion City Schools in Ohio, worked with Dr. Catherine Collier to put together a group of presenters for the TESOL International 2018 Conference in March to articulate how her RTI process was being implemented in various programs across the United States.

Dr. Collier, who is an expert in both Special Education and ELL Education, is known for her research based process for identifying appropriate interventions for use with English Learners (ELs) who have difficulties making academic progress in the K-12 classroom. Our presentation at TESOL 2018, *Enriching Dialogues: Using RTI Effectively With ELs*, brought together educators who were using, and equipping others to use Dr. Collier's process. Educators from Maine, Ohio, Maryland, and South Dakota, shared how identifying EL students' acculturation levels and the appropriate corresponding interventions were making a difference in students' lives.

One of my personal challenges in the Sioux Falls School District has been to reconcile Dr. Collier's RTI process with Solution Tree's RTI process. My portion of the presentation at TESOL this year was to share how we have used Dr. Collier's process as an effective tool in Solution Tree's RTI concept as applied in our schools.

In 2008 after Dr. Collier provided training for her process here in Sioux Falls, Special Education adopted her process officially as a step that must be taken prior to an ELL student being evaluated for a disability by the Special Education staff. In order to implement her pro-

cess K-12 we began by redefining the steps to follow if a teacher had concerns about an ELL student. The first step was to make sure teachers knew who their ELL students were and their level of English. The next step was to begin providing Dr. Collier's Acculturation Quick Screen (AQS) for each student. At first ELL teachers kept these baseline AQS documents in the ELL student's working file, but they were getting lost when students moved from one building in the district to another, so administrators decided to add an orange file to each ELL students' CUM folder. The orange folder provided a clear visual flag when staff began to look at the needs of a particular student.

Training was provided to ELL teachers, Administrators, Special Education teachers, and Student Assistance Team (SAT) leaders to insure the Collier process was implemented prior to a referral for an evaluation for a disability. If a teacher has a concern, the ELL teacher responsible for that ELL student does a second AQS, a rate of acculturation calculation, and a Sociocultural checklist to determine which interventions are indicated. The interventions are selected by the ELL teacher in conjunction with the teacher who had/has the initial concern. The interventions are shared on a Prioritization and Documentation form. This form is now usually shared on a google doc so the teacher (s) can document responses to the interventions for the next three to eight weeks. The outcomes of the interventions are then shared with the SAT team. If the student responded and showed progress in the areas of concern then the interventions are continued. If there were no significant improvement then the team decides if a referral for evaluation by Special Ed-

ucation is warranted.

This process has been helpful in facilitating conversations between classroom/content area teachers and ELL teachers to insure the instructional needs of the ELL student are being addressed.

One of our greatest challenges in the Sioux Falls School District are the large number of students who come from Oral Language traditions, who have never seen the language they speak in print. These students, even those born in the United States, often come from families rich in relationships, but with interrupted or limited formal education. They often come into Kindergarten with very little exposure to print. Their speaking and listening skills are often advanced, but they have not yet held a pencil or been exposed to print. The Collier process has been especially helpful with these students to ensure we are putting appropriate instructional supports in place for them.

Presenting with a team from across the country who experience similar issues with the diverse ELs populations we all serve was an inspiring experience. To see that the Dr. Collier's process has been helpful for similar needs in a wide number of school districts was a validation that we are headed in the right direction. There are no simple answers to some of the complex learning needs our students present, but Dr. Collier's process provides a basis for rich discussion, informed decisions, and appropriate interventions for our diverse populations of English Learners.

Submitted by Marcia Gaudet, Sioux Falls, SD



“A teacher who loves learning earns the right and the ability to help others learn.”

– Ruth Beechick

Identifying Native American Els

Who is an EL? Most of us would say that they can be any student with a second language who is not English proficient. What about Native American students? How do we identify them? Not surprisingly, there is very little research about identification or placement processes available.

“Seek opportunities to show you care. The smallest gestures often make the biggest difference.”

– John Wooden

The Home Language Survey (HLS) is the tool currently used to identify students who have a second language. However, most Native American students speak only English, so what tool should be used to identify ELs in this population?

Most Native American students learn English from parents, grandparents, and/or guardians. As such they have learned what is called by author William L. Leap (*American Indian English*, 1993), ‘Indian English.’ It is a non-standard form of English. Indian English is derived from

the Native American language and parents, grandparents, and/or guardians who may not have adequately learned Standard English, but hand it down to the next generation (Holbrook, 2011).

Leap goes on to state that Indian English can affect education and the capability to compete for jobs. An absence of intelligence is a misconception of users of Indian English.

In his book, Leap states that Indian English has discourse and grammatical rules that can be tied to the Native American ancestral language. This can occur even when the ancestral language is not spoken. There are also features of Indian English that show discourse and grammatical rules of non-standard English. Leap states that “two-thirds of today’s American Indian youth learn Indian English as their first language.”

Students who speak Indian English may not be able to meet the State’s yearly achievement assessments. Those Native American students who score a 50% or

lower in language arts and reading on the state’s assessment could be considered a reasonable score for ESL placement.

There must be a “significant influence” of a second language on Native American student’s English language to determine whether they can or even should be tested to ESL placement. The problem is that there are no clear guidelines for this. Below are sample questions that classroom teachers (a-g) could answer and the ESL teacher (1-6) could ask of parents, grandparents, and/or guardians to help decide whether the student’s language deficit is considered significant enough.

References

- Holbrook, David. Native American ELL Students, Indian English, and the Title III Formula Grant, Wyoming Department of Education, Feb. 2011.
- Leap, William. *American Indian English*. Univ. of Utah Press, 1993.
- Other resources that may be useful:
 - Carjuzaa, Jionna., Ruff, William G., & Lamb, Steven (2016) American Indian English Language Learners: Misunderstood and under-served, Cogent Education, 3:1, DOI: 10.1080/2331186X.2016.1229897
 - Deloria, Ella, C., *Dakota Texts*, Univ. of Nebraska, 2006.

Sample additional questions that may help identify Native American ELL students – a clear process for determining threshold for “significant influence” must be developed in conjunction with using additional questions to validate that the student is struggling with English as a result of the significant influence of a language other than English rather than as a result of other factors. Each native language must be studied to determine if the linguistic feature presenting in an English context is a direct result of the structure of the Native American language that is significantly influencing the child.



_____ a. Pronounce plural words, such as desks, pants, etc. with an additional syllable

(ex. “pantses,” “deskes,”)?

Examples:

_____ b. Add an additional suffix (ex. “tooken”)?

Examples:

_____ c. Drop (or does not pronounce) ending sounds in words, especially in words ending in blends?

Examples:

_____ d. Mispronounce the /th/ sound?

Examples:

_____ e. Inconsistently express suffixes?

Examples:

_____ f. Add the word “me” to sentences beginning with “I” (ex. “I went to town me.”)?

Examples:

_____ g. Substitutes “be” in some verb forms incorrectly (ex. “Don’t be making a mess.”)?

Examples:

Other language concerns:

Do you or any extended family member (i.e. child, parent, grandparent or great grandparent) speak a tribal language?

Do you believe a tribal language may have influenced your child’s academic English language skills?

Has your child’s English language development been average for a student his/her age? Explain.

Does your child find the language on tests challenging? Explain.

Does your child struggle in reading or writing? In what ways?

Does your child have trouble understanding the teacher’s spoken directions in the classroom?

Characteristics	Oral		Written	
	Yes	No	Yes	No
a. Uses pronouns, genders correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b. Uses tenses correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c. Uses singular & plural forms correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d. Uses prepositions correctly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e. Understands teacher directions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f. Uses appropriate sentence structure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g. Uses developmentally appropriate vocabulary.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Submitted by Dawn Anderson

Migrant Literacy Net

By Bobbie Kilber

Instructional Specialist
Statewide Title III/Migrant Consortia
Black Hills Special Services Cooperative

I would like to introduce you to Migrant Literacy Net! If you are looking for a tool designed to improve student literacy, check out migrantliteracynet.com.

Migrant Literacy Net is a web based resource, offered at NO cost to teachers, students, and families in the state of South Dakota. This resource provides teachers with literacy assessments and research-based lessons for grades K-12 and for out of school youth (OSY). Each lesson contains a pre/post assessment to determine mastery. The lessons were created to address content gaps in reading, writing, math, study skills, and more.

Most materials are available in English and Spanish. Parent resources are also available, providing research-based information to families on how they can promote literacy development at home.

This resource was developed through a Migrant Education Program (MEP) Consortium Incentive Grant. It was funded by the U.S. Department of Education, Office of Migrant Education, in cooperation with the thirteen states who participate in the Migrant Literacy CORE Consortium. For more information on implementing Migrant Literacy Net, please contact Bobbie Kilber at bobbie.kilber@k12.sd.us and/or visit our website (sdtitle3migrant.org) for a video on utilizing Migrant Literacy Net.

ELP Teacher List Serve

Do you know that the SD DOE Title III office has a teacher list serve??!

Join the list serve to receive information on English learner workshops, resources, and much more! Keep up to date on what is going on in the Title III office!

To register go here! <https://www.k12.sd.us/MailingList/ELPteachers>

SD English Learner Chats



When: Every third Tuesday of each month

Where: Skype for Business

Time: 3:45-4:30 pm

Webinar Topics will include but are not limited to:



- Targeted questions to guide the discussion
- Activities to help teachers get to know their students
- English language development program options
- Higher level thinking skills for ELs
- Helping ELs get to college
- Picture books with EL books
- Family engagement
- Sharing of ideas.....and MUCH MORE!

You don't have to be an expert in EL or Tech to participate. Just log in for our short sharing session to hear new ideas from others, share ideas with others, and ask questions... It is easy! Just click the weekly link found on the <http://doe.sd.gov/oess/TitleIIlela.aspx>

For more information join the [ELP list serve!](#)



SD English Learner Chats

Frequently Asked Questions

What is the purpose of the SD English Learner chats?

- The purpose of the SD English learner Chats is to form a community of educators supporting ELs and building academic language use for all students. This group will share resources, receive on-going professional development and focus on current special topics as needed.

When will the SD English Learner Chats be?

- The SD English learner Chats will be every third Tuesday of each month via Skype for Business

Where do I get call-in information?

- Webinar call information can be found here:
<http://doe.sd.gov/oess/TitleIIlela.aspx>

What will the webinar be like?

- For the first 15 minutes, webinar moderators will spend time discussing hot topics in the EL world. The rest of the webinar will be focused on the discussion for that month. However, please feel free to bring any questions that come up in your district about ELs.

Who should participate?

- Anyone in the K-12 setting who works with English learners is welcome to participate!
- Any teacher working with English learners could participate in these webinars. Whether you hold the ENL Endorsement, or you are in the content classroom, these webinars will help you support language development for English learners (ELs) in language development and build academic language skills for all your students in all content areas.



SCHOLARSHIPS AVAILABLE

Dakota TESOL provides an opportunity to all members to apply for professional development funds. If you are interested in applying for the scholarship, please contact the Dakota TESOL President-Elect.

We're on the web!
dakotatesl.com

Dakota TESOL Mission Statement

Dakota TESOL'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.