South Dakota State-Wide Title III & Migrant Consortia | Equity in Education

September 2018

New School Year: *Big Impact*

Welcome to the 2018-19 school year with your membership in the Title III & Migrant Consortium. This year, you are part of a 95-member strong organization ready to serve and support your efforts to meet the needs of English Learners - and all your students.

Throughout this year, each district will continue to refine programs that include:
- ❏ ENL Endorsed teacher
- ❏ ENL Teacher providing instruction for ELs
- ❏ ELD Curricular resources
- ❏ PD for content and classroom teachers

The Consortium will soon begin the fourth ENL Endorsement Cohort with another thirty teachers registered. In December, thirty teachers will have completed the program! This is only possible with your strong membership and participation.

Fall Checklist

- ❏ Give the Home Language Survey to **ALL** new enrolling students in your district.

- ❏ Administer the WIDA screener and notify parents within 30 days of the first day of school

- ❏ Gather as an EL Team to determine placement and instructional programming

- ❏ Facilitate the collaboration between the content teachers and the ESL teacher on a regular basis.

Check it out! sdtitle3.org has a new look

Please explore our new website for relevant resources and information that can help answer questions and support your programs.

Placement Recommendations
On-site Menu of PD Options
Lau Plan Documents
Regional Workshops
FAQs

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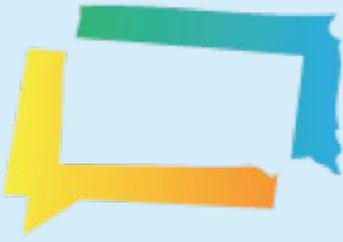
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Upcoming events

LAP Workshop - Aberdeen
September 14
This workshop will only be offered Fall of even years.
9:00 am start time

LAP Workshop - Sioux Falls
September 14
This workshop will only be offered Fall of even years.
9:00 am start time

Imagine Learning - Mitchell
Training, Resources, and Effectiveness
September 26
9:00 am start time

Imagine Learning - Watertown / Rapid City Remote
Training, Resources, and Effectiveness
September 27
9:00 am start time

Separating Difference from Disability
September 28
Sioux Falls
9:00 am start time

Separating Difference from Disability
November 13
Rapid City
9:00 am start time

ESL Teacher Summit
October 26
Sioux Falls
9:30 am start time

ESL Teacher Summit
October 26
Watertown
9:30 am start time

ESL Teacher Summit
October 26
Rapid City
9:30 am start time

Register at sdtitle3.org
(click on 'register' at the top menu)
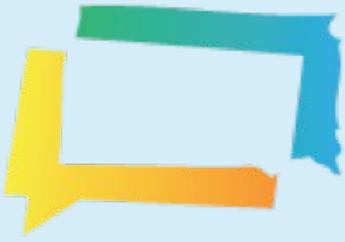
Migrant News

by Bobbie Kilber

It is important that you take time to identify, recruit and serve the needs of families in your school district that are eligible for migrant services. We truly appreciate you taking time to review the eligibility factors (found at the right).

If you suspect you may have eligible families, please fill out the National Certificate of Eligibility for the South Dakota Migrant Education Program. Migrant students receive direct certification for free school lunches.

As members of the SD Statewide Consortium, your migrant students are eligible for hygiene kits, backpacks, school supplies, and family literacy kits (while supplies last). Please contact Bobbie or Tanya to schedule an event in your district for your migrant families!

Contact Information for SD Statewide Migrant Consortium Support:
Bobbie Kilber bobbie.kilber@k12.sd.us
Tanya Vitek tanya.vitek@k12.sd.us
SD DOE Migrant Ed. Program Director: Jenifer Palmer jenifer.palmer@state.sd.us

Eligibility Factors

- ❏ The child (under age 22) moved on his own or with a parent/spouse/guardian who is a migratory agricultural worker
- ❏ Has moved from one school district to another
- ❏ Move was due to economic necessity
- ❏ Move has occurred within the past 36 months

Migrant Literacy Net

www.migrantliteracynet.com is a free web-based resource, available to educators and students in the state of South Dakota. Please contact Bobbie or Tanya today to schedule professional development or support on "Utilizing Migrant Literacy Net" in your schools.

We are the South Dakota Statewide Title III & Migrant Consortia at Black Hills Special Services Cooperative
gwyneth.fastnacht@k12.sd.us, lindsay.frankenfeld@k12.sd.us, bobbie.kilber@k12.sd.us, jean.larson@k12.sd.us, tanya.vitek@k12.sd.us

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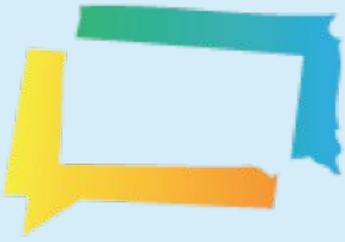
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Free Migrant Resource - from MMERC

The Midwest Migrant Education Resource Center is a free lending library founded in 1983. They provide supplemental educational resources to educators serving migrant students. The collection supports all K-12 academic areas and consists of…

ESL, Bilingual and Cultural resources, Ready-to use Center Learning Activities, Thematic Units in a Box, Student Center-Based Activities, Math Manipulatives, Educational Games, Audiovisuals, Reading kits, STEM Resources: LEGO Robotics, Ozobots, Forensic Kits, Building Sets for Bridges Amusement Park…*And much more!*

For additional information or to request resources, contact MMERC: Toll Free: (877) 891-6379
Email: mmerc@hamline.edu
Online Catalog: https://mmerccatalog.hamline.edu/

Family Engagement Resources
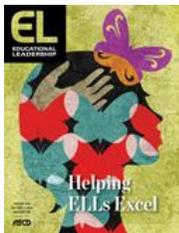
ASCD Article: "Getting to Know Families"

Colorín Colorado Manager Lydia Breiseth writes about productive relationships with diverse ELL families in this excerpt from ASCD's February 2016 edition of Educational Leadership. The full digital edition is only available to subscribers, or a hard copy of this issue can be purchased from ASCD.

Parent Involvement Checklist
From Project Appleseed
Does your school do a good job of reaching out to parents?
One way to start improving your school's parent-school partnerships is by assessing present practices. The following questions can help you evaluate how well your school is reaching out to parents.

- ❏ Which partnership practices are currently working well at each grade level?
- ❏ Which partnership practices should be improved or added in each grade?
- ❏ How do you want your school's family involvement practices to look three years from now?
- ❏ Which present practices should change and which should continue?
- ❏ Which families are you reaching and which are hard to reach?
- ❏ What can be done better to communicate with families?
- ❏ What costs are associated with the improvements you want?
- ❏ How will you evaluate the results of your efforts?
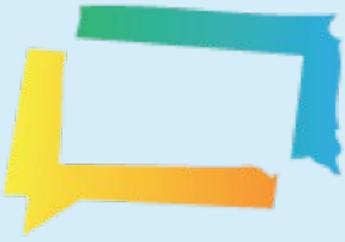
ESL Teacher Tips

by Gwyneth Dean-Fastnacht

Three Roles of an ESL Teacher

While none of us are "experts" in this field, in our small rural districts, an ESL teacher may find themselves in that very role - based on their background in the field with the ENL Endorsement. We find these roles quite different but equally important. Take each of these roles seriously. Keep a positive outlook, and mentor other teachers to help build capacity. Quickly, others will jump on board!
From John Wolfe and Rita Platt

English Language Development (ELD) - In this capacity, the ESL Teacher teaches daily ELD to raise language proficiency. The instruction and assessment may use some grade level content, but the main goal and assessment purposes are for language development.

Meaningful Access to Grade-Level Content - ESL Teachers help differentiate instruction based on a student's lang. Proficiency, help match the language demands of the content to the student's lang. Ability, and provide learners with supported opportunities to read, write, listen, and speak in the content areas.

Advocate - ESL Teachers advocate for ELs and serve as the local "expert". ESL Teachers transfer their knowledge and practices to other teachers their skills, strategies, and understandings about instructional needs of students. Serving on the District EL Team, ESL Teachers support the development and refinement of effective EL/Lau Plans.

Reminder!

ESL Teacher Summit
October 26, 2018
Rapid City
*Watertown*
Sioux Falls
9:30am - 3:30pm
Register soon!

This Writing 'Recipe' Helps Students **Tackle the Five-Paragraph Essay (Video)**: Check out this awesome video Gwyneth found on the Teaching Channel. What a great way to get students to write an introduction, body of the paragraph, and a conclusion!

http://blogs.edweek.org/teachers/inspired_instruction/2018/08/writing_recipe_helps_students_tackle_five_paragraph_essay.html

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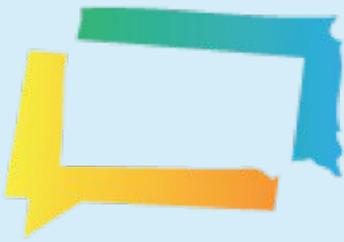
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Don't miss!
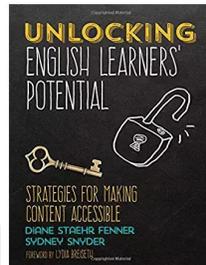
**Unlocking EL Potential Workshop
from the SD Department of Education**

Want to better understand how to support ELs in the content classroom at any grade level and content area? Don't miss this excellent training provided by the SD DOE and EL guru, Diane Staehr Fenner. Her book, *Unlocking EL Potential*, is an amazing resource for helping content teachers (and ESL Teachers, too) to support ELs to their fullest potential in content area. If you are interested in this free training, read more about it at the link below.

To register, please go here:
https://www.surveymonkey.com/r/5BSQLZW
Or write to Yutzil.becker@state.sd.us. I will see you there!

To read more about the authors of this text, click on:
http://www.colorincolorado.org/author/diane-staehr-fenner

Technology that promotes access for ELs

by Gwyneth Dean-Fastnacht
Say Hi Translate is a great app for instant translations of short phrases. Speak into it in English - and get translated audio into nearly any language. Great for intake specialists' phone!

ESL Talking Points is a wonderful resource for building confidence and spoken English performance in the ESL Classroom. The site offers conversation questions, presentations, ideas, slide, and games. You can join their newsletter to get reminders on their newly uploaded lesson resources. esltalkingpoints.com

Yabla www.yabla.com was new to me and was in languagemagazine.com. Both foreign language teachers, as well as ESL and content teachers of English Learners would be interested. The program uses authentic content and a unique video player to improve students' listening comprehension, vocabulary and spelling in the target language. Participate in the demo video lesson at https://www.yabla.com/classroom.php.
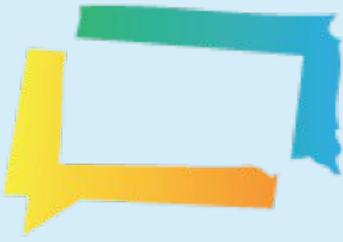
Colony Classroom / Multi-Grade

Ideas from the Field
by Tanya Vitek
These thoughts and ideas were shared by Colony teachers at the 2018 Colony Conference in Brookings.

CLASSROOM MANAGEMENT AND ENGAGEMENT:
Behavioral management is just a PIECE of classroom management (also includes time, supplies, etc.)

- Part is our job as the teacher, part is on them as a student
- Providing time for solo work and checking answers
- Proving it (so they aren't just duplicating answers)
- Have them talk you through their answer and why they chose it
- Consistent Consequences if they aren't working according to the rules/guidelines/expectations.
- Visual Boards
- Humpty Dumpty, when their "egg" falls all the way, they have to take it home and talk about it with parents, starts new every week
- Behavior Chart (colored with clothespins, or using smiley faces or whatever) and move towards red as they are continuing to misbehave or back towards purple or whatever color as they are showing positive behaviors
- Golden tickets (those with the most tickets got to pick a Fun Friday activity, typically learning-based) or "store money" or coupons.

Instead of taking away for negative behaviors, give the others some for positive behaviors.

Technology Tips

Be aware of the kind of technology that is acceptable with the parents and Church leaders. Make a point to ask specifically what is and what is not allowed.

Living books, Nook, Starfall, Storyline, Story City, Epic: Virtual books let students hear spoken English.
Newsela: News report that lets you pick reading level.
Reading A-Z: Printable books. Guided reading, reader's theater, also has an ELL version.

Grammar Gallery, a web-based grammar program, is designed for students of all ages, and Colony Teachers have free access through Consortium Membership! All of the grammar lessons promote growth in listening, speaking, reading, and writing.
Tips for Using Grammar Gallery with beginning ELs:
*The nouns and plurals resources in Level One of the main gallery are perfect for beginning ELs.
*Beginning EL's need to have experiences with social and academic language.
*There is a need to focus on all four domains: listening, speaking, reading, and writing
Check out the Picture Prompts!
For detailed tips, please click on this link:
http://mygrammargallery.org/using_gg_beginners.pdf
Email Gwyneth if you need the login information!
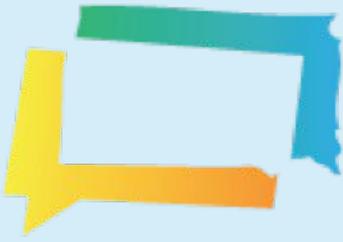
Sheltered Instruction

Start by Building Background

By Gwyneth Fastnacht

When we build background for students, not only ELs, but ALL students, we help them connect a known concept to new learning.

One example of this is allowing students to make "connections" to the text or topic. I know you have heard of text-self, text-text, text-world connections. This is important for all student and can be facilitated in fiction as well as non-fiction. If I am don't speak Russian, you can't just talk to me louder and slower! You need to give me some background in what you are talking about.

Ways to build background include:

- Use visuals to show a picture of the concept.
- Show a short video of how to work a problem.
- Play a short game with some of the new vocabulary.
- Bring in realia that has some connection the topic.
- Point to a poster, information on the whiteboard, or other graphics from a previous lesson and say, "Remember yesterday when we learned about…?"

Three ideas for activating prior knowledge are KWLA Chart, Inquiry Chart, and the RAN Chart. These work for all content areas and grade levels. Check our the explanation of each at:
http://eldstrategies.com/priorknowledge.html

**The site http://eldstrategies.com/buildingbackground.html has many great ideas for Building Background with your students in any grade and content area. Please click to explore more!

Remember this:

As content and classroom teachers, collaborating with your ESL Teacher on a regular basis is important. Try to find time to discuss how to modify and adapt grade-level content based on language proficiency. Even better: Plan one lesson with your ESL Teacher and co-teach the lesson!

What is the Academic Language in Your Class?

Content words: Content words are key content-specific vocabulary words. For example, in a unit of study about life cycles, some content words taught to students might be: life cycles, metamorphosis, larva, and other related content words.

Function words: Function words are vocabulary words that are associated with language functions, which signifies the ways in which we use language. We use language to inform, persuade, sequence, compare, contrast, etc. Each language function has specific vocabulary words associated with the function. For example, when teaching about the function of comparison, students might learn the following function words and phrases: both, similar, also, as well, and many additional words.

Morphology and word structure: Students also need to be taught about the morphology and structure of words, including prefixes, suffixes, root words, cognates and other structural aspects of words. For example, in a unit of study about life cycles, students will learn to analyze the word "metamorphosis" and will learn that "meta" means about "about", "morph" means "to change", and "osis" means "condition or process of".

All students need explicit instruction to really understand Academic Language.
*http://eldstrategies.com/buildingbackground.html

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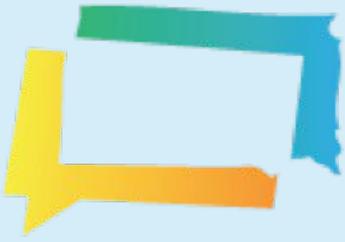
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Separating Learning Difference from Learning Disability

by Jean Larson

As school districts, we are gifted with the responsibility of producing high school graduates who are fully bilingual, multicultural and ready to compete in the global economy. By embracing bilingualism and cultural diversity, we can help students feel "smart" rather than "at risk" Determining the best instructional approach for a struggling EL can be an overwhelming task. These few steps will assist educators in reaching a confident instructional approach:

1.   Determine that the student receives research-based instruction and intervention practices.
2.   Explore the external and internal factors that impact learning.
3.   Conduct assessments and interventions as if nothing is wrong with the student, but that external factors are the cause.

The goal of intervention is not to look for blame, but rather solutions.

Join us in Sioux Falls

Separating Difference from Disability Workshop
September 28, 2018
Sullivan Health Center
Southeast Tech
9:00 am start time
Register at sdtitle3.org

Join us in Rapid City

Separating Difference from Disability Workshop
November 13, 2018
Tie Office
1925 Plaza Blvd.
9:00 am start time
Register at sdtitle3.org

We are the South Dakota Statewide Title III & Migrant Consortia at Black Hills Special Services Cooperative
gwyneth.fastnacht@k12.sd.us, lindsay.frankenfeld@k12.sd.us, bobbie.kilber@k12.sd.us, jean.larson@k12.sd.us, tanya.vitek@k12.sd.us

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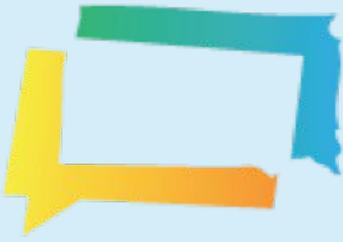
About us

We are five colleagues who serve 95 school districts. Read more at sdtitle3.org/about

Title III Grant Goals:
- Raise language proficiency of SD English Learners
- Provide effective Professional Development
- Support EL Family and Community Engagement

Migrant Education Program Grant Goals:
- All migrant students reach challenging academic standards
- Migrant students graduate with a high school diploma or complete a GED
- Prepare students for responsible citizenship, further learning, and productive employment

FAQ

Yes, Gwyneth Witte changed her name. She is now Gwyneth Dean-Fastnacht and can be contacted at gwyneth.fastnacht@k12.sd.us.

FAQ

Why are you here at my school? What is WIDA? Is there any money to support our EL Program? Find answers to these FAQs at http://sdtitle3.org/faq/

Member Districts

Andes Central, Armour, Corsica-Stickney, DeSmet, Ethan, Freeman, Howard, Iroquois, Kimball, Lake Preston, Madison Central, Miller, Montrose, Mount Vernon, Oldham-Ramona, Parkston, Plankinton, Rutland, Sanborn Central, Tripp-Delmont, Wessington Springs, West Central, Winner, Woonsocket, Pierre
 --> contact gwyneth.fastnacht@k12.sd.us

Belle Fourche, Spearfish, Custer, Douglas, Elk Mountain, Hill City, Hot Springs, Lead-Deadwood, Meade, New Underwood, Oglala Lakota County, Todd County   --> contact lindsay.frankenfeld@k12.sd.us

Agar Blunt Onida, Britton-Hecla, Clark, Deuel, Doland, Edmunds Central, Estelline, Faulkton Area, Gettysburg, Groton Area, HItchcock-Tulare, Ipswich, Leola, Milbank, Rosholt, SIsseton, Summit, Timber Lake, Warner, Watertown, Webster, Willow Lake, Selby   --> contact bobbie.kilber@k12.sd.us

Alcester Hudson, Beresford, Bon Homme, Bridgewater-Emery, Canistota, Canton, Centerville, Dakota Valley, Elk Point Jefferson, Elkton, Garretson, Lennox, Marion, McCook Central, Menno, Parker, Platte-Geddes, Vermillion, Viborg-Hurley, Wagner Community   --> contact tanya.vitek@k12.sd.us

Aberdeen, Arlington, Baltic, Brookings, Castlewood, Chester Area, Dell Rapids, Deubrook Area, Flandreau, Hamlin, Sioux Valley, Tea Area, Wolsey-Wessington   --> contact jean.larson@k12.sd.us