



January-February 2019

Happy New Year!

It is my extreme pleasure to wish congratulations to our ENL Endorsement Cohort #3! Thirty practicing teachers dedicated themselves to exploring the field of English as a New Language to provide support to English Learners (ELs) in their local districts. With the population of ELs continuing to rise in South Dakota, these teachers will bring their expertise to support students and teachers in their local districts through their knowledge and experiences gained in the Cohort program.

ESL Teachers do more than simply teach English to ELs, but rather they collaborate with classroom teachers and advocate for effective programming and resources. Completing this Cohort is no small task, and it has been my pleasure to work with this outstanding group of educators. The next Cohort will begin Fall 2019. We continue to appreciate DWU in Mitchell for cooperating with us on this project.

Gwyneth Dean-Fastnacht

Cumulative EL File Check-In

Are your EL Student Files up to date? This is a great time of year to double check!

Pull three random Cumulative Folders for ELs in your district. Do the files include:

- Home Language Survey? (ALL students should have this, not just ELs!)
- One Screener score report? (WAPT or Online Screener)
- Copies of ACCESS Score Reports for years identified?
- Copies of previous LAPs?
- Completed Monitoring Forms?

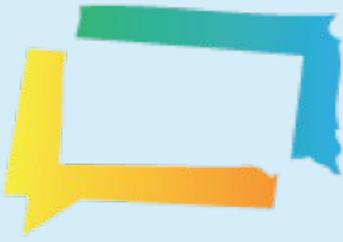
Use the handy [EL Folder Checklist](#) to tape to EL Folders to stay on track.

If you have any questions about what documents should be in Student Cumulative Files for English Learners, please check the SD DOE's Title III Page and the [EL Checklist](#).

The cumulative student folders are a student's permanent record. Just as the Smarter Balanced scores are kept for each student, so too should all documentation about English Learner identification.

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January-February 2019

Upcoming events

Migrant Webinars

January 16, February 13

3:45 CST / 2:45 MST

bit.ly/SDT3Register registration
recommended but not required

Join without registration at:

<https://zoom.us/j/4709542474>

Technology Webinars:

*When & How to use digital tools for
ELs, Demos, Q& A*

January 9, February 6

3:45 CST / 2:45 MST

bit.ly/SDT3Register registration
recommended but not required

Join without registration at:

<https://zoom.us/j/4709542474>

Colony Teacher Share Sessions

Easter Tuesday, April 23

[Aberdeen](#), [Watertown](#), [Mitchell](#)

Please register asap.

A Unique PD - BINGO!

At your own pace to earn CEU
Contact Hour credits. Check it out
under [Training](#) on our website.

Imagine Learning Webinars

Using Benchmark Assessments

Jan. 14, 3:45 pm Central Time

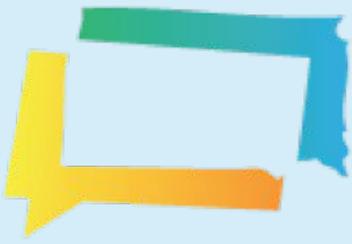
Jan 28, 3:45 pm Mountain Time

No registration necessary.

Join on Zoom:

<https://zoom.us/j/5323961639>

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



January - February 2019

Migrant News

by *Bobbie Kilber*

According to Giselle Lundy-Ponce, in the article "Migrant Students: What We Need to Know to Help Them Succeed," migrant students face many barriers to achievement, including:

1. Access to highly qualified/adequately prepared teaching staff
2. Enrollment in rigorous coursework
3. Resources for unmet instructional needs
4. Knowledge about higher education/post-secondary options
5. Gaps in learning due to missed instructional and assessment time

It is our goal to help you find solutions for the challenges described above.

Please contact us today if you have questions about addressing these needs in your school district.

Bobbie.Kilber@k12.sd.us

Tanya.Vitek@k12.sd.us

MMERC Resources

FREE STEM Resources are available!

Examples of some of the resources:

Engineering: Introduction to Structures, Bridge Building, Amusement Park Experience

Free to borrow, including free shipping!

Resource selection assistance is provided. Contact them at

877-891-6379 or

mmerc@hamline.edu for questions or ordering.

Visit

<https://www.hamline.edu/education/mmerc.html>

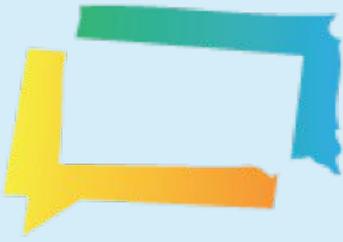
Migrant Literacy Net

www.migrantliteracynet.com

Reading Resources are available for all grade levels.

- Lessons to meet specific needs
- Mapped to WIDA standards
- Mapped to CORE standards
- Resources in English and Spanish

Create a free account today!



January-February 2019

Family Engagement Resources

Developing Effective Family Engagement Programs:

Ideas from Tery Medina, a 2018 Dakota TESOL Keynote speaker

This year we had the privilege of bringing in Keynote speaker Tery Medina. Ms. Medina brought in her expertise from teaching at both primary and secondary levels of education, with background in ESL, curriculum development, Bilingualism, and adult ESOL. Tery shared some personal experiences of being a refugee herself, which provided powerful insight into understanding the importance of establishing strong and effective Family Engagement programs. In the upcoming newsletters we will be sharing some of Tery's practical strategies for building effective Family Engagement programs. Here are a few for this month:

1. Create welcoming schools
2. When possible, hire staff that have ties and speak language(s) of the communities the school serves.
3. Be sure to inform parents of their rights in their native language.

(T. Medina, Dakota TESOL Conference, November, 2018)

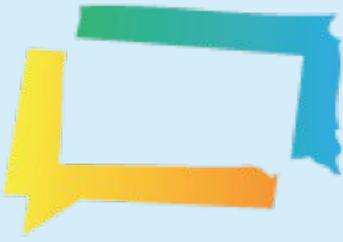
<https://www.dakotatesol.org/>

Needing ideas to get started today?

Be sure to check out the DOE's Roadmap toolkit. The roadmap includes an easy to use month-by-month activities, suggestions, and resources that can help with your family engagement efforts. All you have to do is download and start using today! You can find it at:

<https://doe.sd.gov/title/toolkit/documents/roadmap.pdf>

Don't forget to check out our website <http://sdtitle3migrant.org> under Title III for additional tools and resources for Family Engagement.



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ESL Teacher Tips

by Gwyneth Dean-Fastnacht



Looking for feedback: In the last newsletter, I shared the resource, https://www.myenglishteacher.eu/blog/...



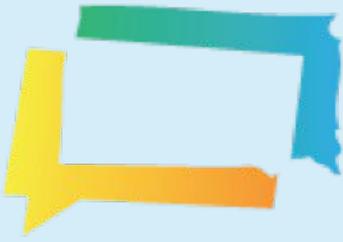
Looking for ways to help build capacity and understanding of ELs in your district in a fun and non-threatening manner? Ever want to go into the bathroom when no-one is around?!

PLEASE let me know if you do use them. I would like to have feedback on this idea, too. Click on these pics to get an idea of how these might be used. :-)

Collage of educational resources including '10 Things Culturally Responsive Teachers Do', 'How Lessons Fail ELs', and 'Frequently used scaffolds'.

Reminder! WIDA Testing is coming soon! Don't forget that resources and information are at your fingertips the DOE's English Learner Assessments page.

Resources for ELD Class https://wordsift.org/ WordSift was created to help teachers manage the demands of vocabulary and academic language in their text materials.



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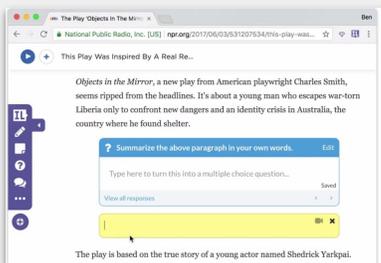
Technology - apps and tips to promote access and interaction

Featured Tool: **InsertLearning**

By *Lindsay Frankenfeld*

Scaffold for students by embedding voice recordings, images, translations, definitions, and quizzes into any website. The mission of InsertLearning is, "to help teachers turn the Internet into an interactive learning experience." The tool was founded by two high school teachers, and is available to educators for free for up to five lessons, then a \$40 individual license for unlimited lessons. Features include:

- Set up classes and lessons: monitor students' progress
- Embed discussions within a website: students can interact with the teacher and with peers
- Real-time assessment and intervention
- Integrate with other tech tools like YouTube, Flipgrid, Edpuzzle, Quizlet (and the list goes on)



If you decide to try InsertLearning I'd love to hear what you think (send me an email at lindsay.frankenfeld@k12.sd.us) or join the Technology Webinar for Q&A.

Technology Webinars:

When & How to use digital tools for
ELs, Demos, Q & A

**November 7, December 5,
January 9, February 6**

3:45 CST / 2:45 MST

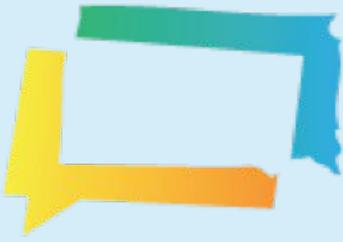
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recommended, but not required

Tech "Try it!" List:

- Readworks.org
- Nearpod.com
- Remind.com
- TalkingPoints.org
- Edublogs.org

References / Tech Experts I Follow:

- EL Teacher and Author Larry Ferlazzo's blog: larryferlazzo.edublogs.org
- Jennifer Gonzalez' *Cult of Pedagogy* podcast and blog: cultofpedagogy.com
- Parris, Estrada, and Honigsfeld's book: [ELL Frontiers: using technology to enhance instruction for English Learners](#)



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Consortium Member Discounts

Nearpod & Nearpod for English Learners

\$250 / yr Teacher license
\$2600 - \$3200 / yr School/District
(varies depending on student enrollment)

Newsela Pro

5% off is the initial discount for TIE member districts,
plus higher discount as more schools join.
See <https://www.tie.net/newsela> for more information,
or contact tie-sd@newsela.com

Imagine Learning

Language & Literacy

\$130 / yr Student license

Consortium sponsors training and support activities.

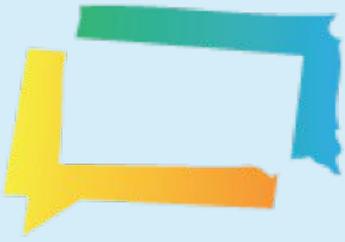
Grammar Gallery

Academic Language Support and Curriculum

Initial license period for Consortium member districts -
one-month free (8% overall discount)

Remember, Consortium Colony Teachers have access to this program.

If you are interested in any of these discounts, send an email to your Consortium contact.



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Colony Classroom / Multi-Grade

Featuring Pembroke Colony

Congratulations!!!

**Pembroke Scored 92 out of 100 for the
"Overall Grade" on SD Report Card 2017-18**

Teachers:

Kayla Nilsson (Grades K-3)

Janice Perrion (Grades 4-8)

Paraprofessional (retired teacher): Barb Gillick

District: Ipswich Public School District

Number of Students Enrolled Grades K-8: 21

Interview with Mrs. Perrion

Q: In your opinion, what are the top three priorities when looking to improve achievement at the colony/multi-grade setting?

A: The top three priorities are:

1. Work in small groups or individually as much as possible.
2. Be willing to change based on what your students actually need.
3. Use your curriculum and routines consistently. Colony students do better academically with predictable routines.

Q: What are some other tips for teachers in a colony and/or multi-grade setting?

A: Find good teacher friends who have similar teaching positions. Also, for administrators and teachers... Truly get to know your students!! Build relationships with your students and their families.

Helping Students Interact with Grade-Level Texts

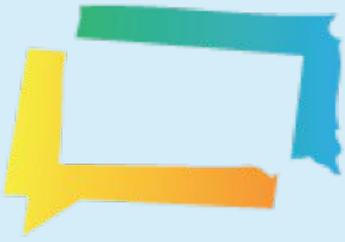
Mr. Aaron Grossman, Washoe County Schools, shares his fool-proof method for increasing kids' abilities interacting with complex text, especially at grade-level. Here is some background from a [CORE Reading publication](#) on this work.

1. Here is the ["Juicy Sentence" protocol](#) from the Achieve the Core site. While this protocol can be adjusted, it can be used in any grade and with any content area. Read through this and then watch the video.
2. Here is a video of this protocol in action. Mr. Grossman is the teacher in this [20-minute video](#).

Please share with your teacher friends as this works even in high school to help kids interact with challenging text book language. To really investigate and replicate text book language gives students the skills needed to be successful!

Enjoy!

Gwyneth



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Sheltered Instruction

Ways to Build Background

By Gwyneth Dean-Fastnacht

In the last newsletter, we practiced writing Content and Language Objectives. I hope that playing around with those, and posting them, has helped create lessons that stay focused and on track to facilitate effective lessons.

The next step is Building Background helps you connect your students to what new learning they will encounter. This simple step helps to prepare learners for new material and engage them in the learning process.

First, you may choose to connect new concepts to students' background experiences. Because our students often come to the learning experience with different schema from our own, offering pictures, video clips, experiences, or simulations can help set the stage for new learning.

Second, it is always good to connect new learning to previous learning. A simple, "Remember yesterday when we learned about ..." while pointing to the class-made anchor chart, can trigger initial understanding. Then kids are ready to learn new!

Lastly, consider vocabulary. What words (not all twenty bolded words from the lesson) will really be important for kids to understand before tackling new content? For example, the great Chicago fire of 1871 was so devastating because nearly every building, walkway, and structure were made of wood. If students don't understand the phrase "wooden structure", they are less likely to understand deeper meaning of the text. Pre-teach "must" know words.

References:

Sheltered Instruction SIOP Model (4th edition) by Echevarria Vogt, and Short, 4th (2013)

Unlocking EL Potential (2017) by Fenner and Snyder

What is the Academic Language in Your Class?

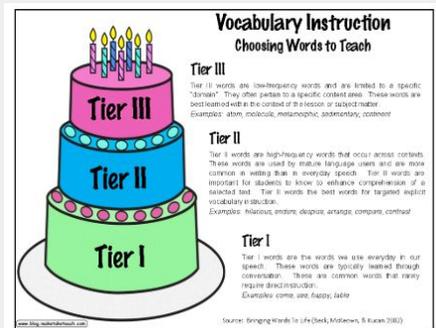
All students need explicit instruction to really understand Academic Language.

Sometimes choosing what words should be taught is a big part of the challenge for English Learners. We have all heard of Tier vocabulary.

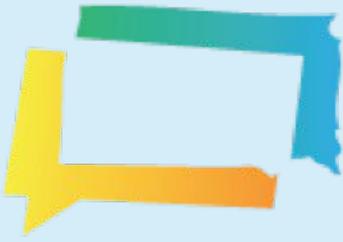
Tier One Words - common everyday social vocabulary

Tier Two Words - academic words that cross content areas (justify, compare, summarize)

Tier Three Words - words that are content specific (photosynthesis, precipitation, simile, exponent)



Colorin Colorado has an excellent article, [Selecting the Vocabulary Words to Teach your English Learners](#) that helps to describe the approach teachers to effectively introduce vocabulary.



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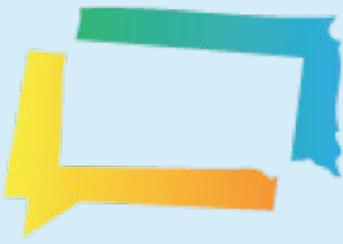
Separating Learning Difference from Learning Disability

by Jean Larson

Reminders are always good, wouldn't you agree? As educators approach the 2nd semester of the 2018-19 school year, we often find ourselves concerned about the academic achievement of our English Learners. That all too familiar question plagues our decision making, "Is the student struggling in my class because of a language acquisition issue or could it possibly be a learning disability. So, as a quick reminder, here are some of the school district obligations when determining the difference between a learning disability and language acquisition issue.

Schools must have in place the following:

1. Direction action by schools to overcome language barriers.
2. Multi-tiered system of support.
3. An informed, competent team to seek solutions.
4. Interventions appropriate for English Learners.
5. Progress monitoring of interventions.
6. Appropriate amount of time to implement, monitor, and adjust interventions. For English Learners, this time is typically double the amount of time appropriate for native speakers.
7. Cultural and linguistic appropriate problem solving model.
8. Communication (verbal and written) in language most appropriate for the parents.
9. An integrated IEP that involves both the ESL and SPED teacher and outlines the linguistic and learning needs of the student.



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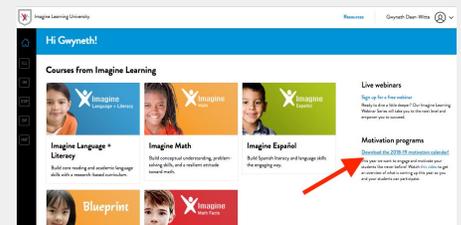
Imagine Learning & Grammar Gallery

Imagine Learning University

I hope you all had a chance to look into the Imagine Learning University resources. If you are new to Imagine Learning or an avid user, [Imagine Learning University](#) has resources and opportunities to help you dive deeper into the program so that you can maximize its potential?

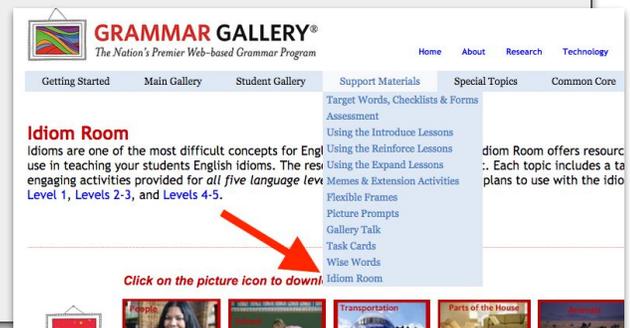
This month, take a look at the video tutorial, [Reports and Data](#). This short video will cover Action Areas, Benchmark Reports, Portfolio, Progress by Lesson, and Progress by Skill. All excellent information that will help each district better integrate Imagine Learning into the wider EL Programming.

Imagine Learning also has motivational programs that will motivate and engage your students in their learning. With various ongoing programs throughout the year it is easy to keep them on track. Check out the 2018-19 motivational calendar at [Imagine Learning University](#) to get your students started today!



Utilizing Grammar Gallery Support Materials Tab

Grammar Gallery has so much to offer that it's sometimes easy to overlook some of their dynamic tools! Under the **Support Materials** tab, for example, is the Idiom Room. Idioms can be on of the most difficult concepts for ELs to master. Grammar Gallery has created a section that is devoted to just that. They include common target idioms and include activities for all five language levels and domains. Be sure to also check out their premade lesson plans to use with the idiom resources they are easy to use and engaging for all learners ... and build academic language skills!





January-February 2019

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

“What are some factors that influence 2nd language acquisition? Or do ELs all develop skills in exactly the same way?”

Answer

Good question! There are many factors that influence 2nd lang. acquisition and that impacts the differentiation needed in ESL programs and instructional practices. Internal factors can include age, previous education, motivation, native language, cognition, personality. External factors can include curriculum used, instructional practices, culture and status, access to native speakers.

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