Message

I hope you’ve had a good week and that you’re heading into a restful, pleasant weekend! I have a few updates to share with you this week:

- The Seal of Biliteracy application is now live. See page six for details.
- There are seven spots available the book study (see page two), so sign up today if you want to claim yours! Note that registration closes today.
- Thanks, Nathalie, for agreeing to be interviewed for the Educator Highlight this week!

April Perkins
**Educator Highlight**

This week, intern Isabel Honigman interviewed Nathalie Gorey, a French teacher at Mt. Ararat High School and translator for Amjambo Africa! in honor of International Translation Day, September 30th.

**Can you tell me a little bit about your background? What motivated you to become a teacher? What was your journey of becoming a teacher?**

Well, I have been a teacher in Maine now for 30 years. I went to college at the University of Angers in France and I majored in Languages applied to International Business, so my major was not to become a teacher. It was more to do something with international relations, you know? Something like that. The last year of my master's degree I went to Ireland. Part of my master's program was that I had to do six months in a foreign country with one of the languages I was studying. I studied English, German, and Russian. While I was there, studying at the University of Limerick, I got a part time job at Alliance Française, which is an international school to teach and promote the French language and culture all over the world. So I started teaching there to Irish children and teenagers in an after-school program and I started really liking teaching, even though it was not something I thought of doing before. I then went back to France and finished my master's. Some professors from the University of Maine system came to my university looking for some recent graduates to come teach in Maine for a year. I applied and got offered a position and was hired to teach at University of Maine at Machias. I started the French program there with French 101 and 102 and I built the program all the way up to French 203. I just really enjoyed teaching French to American students and ended up staying there for 5 years. I got credentials to teach in Maine at the school level because I was a Lecturer at the college but could never be a full-time professor since I did not have a PhD. I got a job teaching high school and I love doing it because it is part of who I am. It's not just teaching the language, it is also teaching French art, culture, music, literature, history, cooking, news, geography and so much more. It is so important to open the horizons of American kids and to teach them about the world. I also love to have students make connections between the English and the French language and see them improve their English vocabulary thanks to the vocabulary influence from French.

**How did you get involved with Amjambo Africa! newspaper as a translator?**

The Editor in Chief of the newspaper, Kathreen Harrison, used to be the French teacher at St. George Elementary School. She met the Publisher, Georges Budagu Makoko, who is from the Democratic Republic of Congo, and they came together with this idea that wouldn't it be wonderful to create this newspaper to help the African immigrants navigate everyday life in Maine. The newspaper was also a way to teach American people and Mainers about the African immigrants coming to Maine. So she knew that I was a native speaker and had a lot of interest in French Africa because I was born and grew up in Côte d'Ivoire. She asked me if I wanted to translate in French for the newspaper. I started with just a couple of articles but now it's up to six articles a month. I love translating, working with the language, and also learning about all the stories of African people coming to Maine and settling in our state. When I studied and majored in languages in France, we used to do a lot of translating, and I know I always enjoyed that, and picked up some good techniques from my professors, which I still apply today.

**How does your work as a translator inform your teaching and vice versa?**

I find myself using my experience as a translator when students are working on reading and writing. I give them tips in order to help with reading comprehension and how the context of a story will help their understanding of the nuances of language and how they may need to rephrase a sentence completely to make it comprehensible in the target language... If they ask me what a word means, I say, "Well what is the context?" You cannot just translate a word by itself. Being a translator has definitely helped me be a better teacher. Translating is a process: it's important to revise and proof your own work to make sure that you have not forgotten anything, that the meaning is clear and accurate and that the translated text flows naturally. I like to set the translation aside and revisit it a few days later with fresh eyes...I also use Amjambo Africa! in my classes, when we study Africa and cultural differences. I really encourage all teachers to use this amazing and free resource!

**What is a teaching tip you want to share with other educators?**

My teaching has changed in the way that I have become more of a global studies teacher. For example, I am teaching students right now about daily routines in French and features kids from all over the Francophone world. When I first started teaching, I would focus on stories and culture about France and maybe Quebec. I am making everything global and I think that is a very important thing to do these days.
Professional Learning

All virtual Maine DOE offerings will be recorded and posted to the Maine DOE YouTube channel unless noted with an asterisk.

Maine DOE Professional Development Calendar

WIDA Self-Paced eWorkshops are available 9.1.21-8.31.22

10.5.21 at 1pm: Maine DOE Submitting English Learner Data

10.6.21 at 2-3:30pm: EdWeek Addressing Disparities of Black Students with Disabilities

10.6.21 at 3pm: Dr. Janet Shideler of Siena College Teaching Franco-American Heritage via Literature, Songs, and Photographs

10.13.21 2:30-4pm: US DOE, OELA Hispanic Heritage Month Authors Series: Celebrating Latino Experience, History, People, and Culture

10.14.21: WIDA eConference (Waiting list for registration.)

10.19.21 and 10.26.21 from 2-3:30pm: WIDA Nurturing Speaking Growth (Registration closes 10.4.21.)

10.21.21 at 3pm: Maine DOE Cultural Appropriation in World Languages Classroom

10.29.21-10.30.21 9am-4pm: Maine Chinese Conference at Husson University

11.4.21 at 3pm: Maine DOE Seal of Biliteracy

11.6.21 8:30-4pm: Northern New England TESOL Virtual Conference

11.19.21-11.21.21: ACTFL Virtual Convention and Expo

2.10.22-2.12.22 Northeast Conference on the Teaching of Foreign Languages Annual Conference in NY

Articles of Interest

French Morning: Révolution Bilingue : Agnès Ndiaye Tounkara, une Franco-Sénégalaise au secours des jeunes francophones

BBC: Somali pop star helps Minneapolis children discover their heritage

Language Magazine: Improving Language Equity for the Seals of Biliteracy

Maine DOE Newsroom: VIDEO: We are Here for You

Edutopia: 5 Reasons to Use TV Commercials in World Language Classes

EdSource: Why phonics instruction is not enough for English learners

Science Daily: Major branches in the tree of language reconstructed

The Heights: Refugee Or Migrant?: Rebecca Hamlin Addresses Dangers Of Binary Immigration Language

Learning for Justice: Language Access: More Than Translation

WGME: Maine business leaders, schools call to open state to more immigrants

GESS: What if we lived in a world where every child would grow up bilingual at minimum?

Book Study Opportunity

Would you like to build your knowledge and skill for Teaching and Assessing Intercultural Communicative Competence? Up to 20 teachers can sign up to receive a free copy of the book and participate in a virtual book study facilitated by April Perkins. If you’re interested, register and share your scheduling preferences here. A final schedule will be shared with participants that takes everyone’s preferences into account as much as possible. There will be six total one-hour sessions, and 12 contact hours will be awarded for time spent reading and engaging in the discussions. Minimum of 10 participants. Registration will close on 10.1.21.
**Assessment Updates**

NEW for SY 21-22: ACCESS for ELLs and Alternate ACCESS for ELLs materials orders will be provided to WIDA/DRC by Maine DOE, using local SAU enrollment data from Synergy State Edition. Please confirm that all ELLs have a recorded EL Start Date in Synergy. Please confirm that ELLs with a significant cognitive disability who participate in alternate assessments have the alternate flag checked in Synergy.

To request paper materials per the student’s IEP or 504 plan, including ACCESS paper tests, Braille forms, and large print, submit the paper materials request for 2021-2022.

**Resources & Opportunities**

You’re invited: sign up to participate in a review of ACCESS for ELLs test content in development! We value the fresh eyes, unique perspectives, and range of experiences that educators bring to items, and we revise test items based on this feedback from the field.

If you’re interested in lending your expertise and perspective to ACCESS, head over to the Building a WIDA Assessment webpage and click on the 'sign up to participate' button. While you’re on the webpage, you’ll find more information on the types of events you can participate in, plus the process WIDA follows to build our assessments.

**ACCESS for ELLs and Alternate ACCESS for ELLs**

**Important Dates for SY 21-22**

**11/9/21** - Maine DOE provides student file to WIDA to generate materials ordering. Materials ordering is facilitated by Maine DOE using Synergy enrollment data.

**12/15/21** - Materials are received by SAUs.

**12/15/21-2/25/22** - Additional materials ordering for new and transfer ELLs; facilitated by SAUs.

**1/10/22-3/4/22** - ACCESS and Alternate ACCESS for ELLs administration window.

**ACCESS for ELLs and Alternate ACCESS for ELLs: Assessment of English Learners Receiving Special Education**

For those English learners who are receiving special education, it is important to confer early in the school year with the case manager/IEP team about which assessment accommodations are in place per the student’s IEP or 504 plan. The accessibility features and accommodations provide important access points for students with disabilities and are part of the student’s legal rights to FAPE under IDEA.

The Alternate ACCESS for ELLs is Maine’s alternate assessment of English language proficiency, designed for students with the most significant cognitive disabilities. Eligibility to participate in alternate assessments is an IEP Team decision, must be documented in the student’s IEP [section 6B], and is based on state guidance for participation.

With questions, contact Jodi: jodi.bossio-smith@maine.gov
Robin’s "Spotlight”

What can educators do to support multilingual learners to increase their oral communication skills?

Four percent of a multilingual learner’s school day is spent in engaging in “student talk.” Two percent of a multilingual learner’s day is spent discussing focused lesson content, rarely speaking in complete sentences or applying academic language (Arreaga-Mayer & Perdomo Rivera 1996). We must increase the amount of time given for students to engage in meaningful opportunities to grow and practice their oral language skills, in addition to intentionally integrating language objectives with content area objectives in our daily engagement with students.

WIDA has developed several tools on oral language that you can use to understand the kinds of spoken language students need for success in the content class.

Nurturing Speaking Growth is a two-part webinar series, with one self-paced module designed to nurture students’ growth in speaking, by combining an exploration of the ACCESS for ELLs Speaking Test with teaching practices focused on student engagement and oral language development. Dr. Terri Mossgrove, Professional Learning Specialist from WIDA will be the presenter. The series is being offered to Maine educators on October 19th and Oct. 26th from 2-3:30 pm. Attendance at both sessions is expected, but if you become unable to attend both sessions, a screen cast of the PowerPoint used for the webinar will become available to you. The webinars are not recorded. Registration closes October 4th.

Research has shown that the following “Conditions of Learning” accelerate an EL student’s growth in communication skills: 1. Safe and respectful climate, 2. Peer social and emotional learning, 3. Academic rigor, 4. Supportive learning environment.

Integrating art forms to unit and lesson design increases opportunities for students to practice communication skills using multiple modalities. Reader’s Theater: Colorín Colorado

Songs and Activities for Multilingual Learners: Sandra Heyer Songs

Multiple Art Genres: Kennedy Center Education

Teachers must know how to structure their own language output for maximum clarity and have strategies for understanding what students are saying. The speech patterns that students bring from home can be quite different than what is valued at school. Lily Wong Filmore, Catherine Snow: What Teachers Need to Know about Language

Integration of Language and content is critical in the planning and delivery of instruction.

Dr. Kate Kinsella: The Key to Narrowing the Verbal Gap, K-12

WIDA 2020 English Language Development Standards Framework

Announcements

WIDA eLearning
If you have enrolled in any of the self-paced eWorkshops in the WIDA Secure Portal and have had any difficulties streaming the videos, it may be necessary to reach out to your district tech coordinator to ensure that the site is unrestricted. Let us know if you’re having any problems, and we’ll be happy to help!

AATF-Maine Fall Conference (Conférence virtuelle d’automne)
The Fall conference of the Maine Chapter of AATF will be held virtually on Saturday, October 23rd from 8:30-3:30. Here is the program. Register here.

Free Online ESOL Classes
Penobscot Bay Language School is offering free online ESOL classes for New Mainers. More information here.

English Language Fellow Program
The application for next year’s English Language Fellows is now open! The US Department of State is recruiting trained and experienced U.S. TESOL professionals for 10-month EFL teaching fellowships abroad. Read the eligibility requirements and apply here.
Job Opportunities

RSU 22 Middle School Spanish Teacher
Portland Dedicated Substitute Teachers & Remote Learning Liaisons
Portland Spanish Family & Community Engagement Specialist
Biddeford ELL Ed Tech II
RSU 22 Adult Ed ELL Instructor
Lewiston Elementary ELL Teacher
Lewiston Anticipated ELL Teacher Coach
SAD 15 Long-Term Substitute Spanish Teacher
Portland Adult Education Intake Coordinator
Waterville ELL Teacher
Westbrook ELL Ed Tech III (One Year)
Maine Arts Academy French Teacher
RSU 21 Part-Time Elementary Spanish Teacher
AOS 98 (Boothbay Region HS) Spanish Teacher
St. Brigid School Grades 4-8 Spanish Teacher
RSU 57 Spanish Teacher
Blue Hill Harbor School French Educator
MSAD 54 World Language Teacher
Lee Academy Foreign Language Teacher

Maine Seal of Biliteracy

The application for the Maine Seal of Biliteracy for the Class of 2022 is now open! There have been several updates to the application process, in the hopes of making it an easier, more user-friendly experience for everyone. I will talk about the changes in the upcoming training on 11/4, but please feel free to call/email me if you have any questions.

- The application can be submitted by the student OR by any school staff member.
- If a student completes the application, the student (if 18 or older) or the parent/guardian will provide a signature within the application form.
- When a staff member is submitting on a student’s behalf, there is a separate signature collection form that will need to be shared with the student (if 18 or older) or the parent/guardian. (The link to the signature form is provided in the application.) This form must be completed for the application to be processed.
- The application collects contact information for the student, principal, school counselor, and language teacher. I’m hopeful that this will improve communication throughout the approval process.
- Applications will be accepted through May 15, 2022. The ONLY exception to this deadline is for students applying using AP or IB scores that are not available until after that date.
- The strict deadline is necessary to enable delivery of all hard copy materials to schools by 5.25.22. Certificates, Seal stickers, and a list of all recipients will be included.

Let me know if I can help in any way, and best of luck to you and your students!!

Monthly Office Hours

An informal opportunity to connect with DOE staff and teaching colleagues

ESOL

3rd Wednesday of Each Month

Next: 10.20.21 at 3:30pm
Focus Topic: English Learner Data & Alternate ACCESS for ELLs Eligibility

Register by 10.17.21

World Languages

2nd Wednesday of Each Month

Next: 10.13.21 at 3:00pm
Focus Topic: Gender-Inclusiveness in World Languages

Register by 10.10.21