Message

Indigenous Peoples’ Day is a great time to learn more about indigenous languages across the world, including those spoken here in Maine. Efforts to preserve Wabanaki languages were recently highlighted by Maine Calling - listen to the recording here. Also check out this resource from the UN, expressing its commitment to preserving and revitalizing indigenous languages worldwide. According to the UN, “96 per cent of the world’s approximately 6,700 languages are spoken by only 3 per cent of the world’s population. Although indigenous peoples make up less than 6% of the global population, they speak more than 4,000 of the world’s languages.” Teaching indigenous languages in schools is a crucial strategy in language preservation, and in Maine, indigenous languages are taught at Indian Island School, Indian Township School, and Beatrice Rafferty School.

Updates:
- The registration deadline has been extended to 10.11.21 for the Nurturing Speaking Growth training. It is geared towards teachers who serve students who are English learners, but teachers of other languages may also find the content of value.
- As Afghan families arrive, note that the Language Use Survey is available in Pashto and now Dari as well!
- Thank you to those who registered for the book study on Teaching and Assessing Intercultural Communicative Competence. The schedule will be released next week.

April Perkins

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This week, intern Isabel Honigman interviewed Andrea Mercado, an ESOL teacher in Lewiston who is currently working on her PhD at University of Maine.

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?

My parents are Colombian immigrants. I grew up in a very multicultural city. I was an English learner, but when I was in school there were no programs for English learners. Reflecting now, there were no support systems in schools, and students who were struggling with learning English were often put in special education classes. All of these experiences inspired me because I wanted to help students like myself, and I wanted to see people like me in teaching to help students who looked like me. One of the other reasons I got steered into teaching was because a local community college partnered with my high school, and they had an exploratory teaching program. They helped low-income and first-generation students apply for college and explore career interests. I do not think I would have become a teacher without this experience. The college program I was in was very interesting because it allowed me to be in a bunch of different types of classrooms. The school, where I taught for eight years, was 90% immigrants. Because of my background working with immigrants and English learners, I applied to teach in New York City. New York City invests in their teachers, so I was getting able to receive teaching credentials to work in the STEM field. I ended up in Maine by applying to PhD programs to look at English learners in the STEM field. I went to UMaine and while I was there, I consulted with a bunch of different districts to work with English learners and help grow their programs but also work individually with students. Professionally, it was very helpful for me because I got to work in both rural and urban settings and in many different kinds of classrooms. I am currently finishing my dissertation, and I have been working in Lewiston for the past three years. I started working here because of the large population of English learners. It is also a distinct population of students because of the immigrant population.

What is the most significant breakthrough moment you have experienced with a student?
I think what has been different about my work experience in Lewiston is that all my students are Black in a predominantly white school and I am the only teacher of color. My classroom has become a type of safe haven, and I advocate for my students and their families in ways that I don't know a white teacher could. I want them to achieve academically, but I also want to support their mental and physical health so they can succeed. A lot of that comes from having a dynamic background and experience working in other places.

If there was one piece of education policy that could be immediately implemented, what would you choose?
I feel that a lot of special education departments do not understand the intersection of linguistic diversity and neurodiversity. Unfortunately, for a lot of students who come from a background of trauma and extreme trauma, there is a lot of overlay and often there are students who are put into programs that are not right for them. I think there should be a policy change on how students are classified as special education or not.

Northern New England TESOL

Are you a teacher working with multilingual students, foreign language teacher or work with multilingual youth programming? Do you identify as an educational ally or community member interested in conversations about social justice for language learners? If this describes you or someone you know, then don’t miss the opportunity to come together with a like-minded community to share stories, strategies and ideas at our annual Northern New England TESOL Virtual Conference.

Our keynote speaker, Ryuko Kubota from the University of British Columbia, will address Social Justice and Anti-racist Pedagogy. Presenters and programs will include topics for PK- College teachers, Intensive English programs, and teacher education programs for Maine, Vermont, New Hampshire and neighboring states.

This year, our conference is only $25! Register here. If you are interested in advertising or sponsoring our conference program, contact andrea.mercado@maine.edu.
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

Recording of 10.5.21 Maine DOE EL Data Submission Webinar

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

10.13.21 at 7am: REL West Creating Culturally Affirming Spaces: School and Classroom Practices

10.14.21: WIDA eConference (Waiting list for registration.)


10.18.21-10.22.21: World Language Teacher Summit

10.19.21 and 10.26.21 from 2-3:30pm: WIDA Nurturing Speaking Growth (Registration has been extended to 10.11.21.)

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

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

Maine DOE Newsroom: Two-Part Webinar Series on Nurturing Speaking Growth for English Learners

Smithsonian Institute Folklife: The Power of Storytelling: Reflections on Deaf Culture and American Sign Language

FluentU: 6 Slick Techniques for Teaching Culture in the Foreign Language Classroom

Portland Press Herald: Westbrook schools incorporate students’ cultures into the lunch menu

The 74 Million: Exclusive Data: Absenteeism Surged Among English Learners During Pandemic

Intercultural Development Research Association: Words Matter - The Case for Shifting to “Emergent Bilingual”

EdSource: Showing we care: Centering ‘cariño’ in the return to in-person learning

Maine Public: From the soccer pitch to the paper mill, Jamaicans find a home in northern Maine

The Language Educator: Myths and Realities about Teaching for Social Justice in the Elementary WL Classroom

French Partnership Opportunity

Are you looking for some new opportunities to open up your class to French culture and traditions? Would you like to find new ways to spice up your teaching? Are you interested in a new project with a brand-new French partner? If your answer is YES, then you have found within the partnership between the Académie de Nantes and the Maine DOE a new way to broaden your students’ perspectives. From short-term projects to more elaborate ones, from talking about daily routines to historical or cultural landmarks, to letters, videos, and slideshows...the possibilities are endless! If you are interested and want to know more, please contact Laëtitia Bouteiller at laetitia.bouteiller@ac-nantes.fr (French coordinator of the pairing campaign) and copy April Perkins. Merci et à bientôt!
Assessment Updates

ACCESS for ELLs and Alternate ACCESS for ELLs Materials Ordering Timeline for SY 21-22

- 10/15/21 - 11/9/21 - Submit any paper materials requests via the request form to jodi.bossio-smith@maine.gov
- 11/9/21 - Maine DOE places initial materials order with DRC, based on current active enrollment
- 12/15/21 - Initial materials orders received by SAUs, including overage
- 12/15/21 - 2/25/21 - Additional materials orders can be submitted in WIDA AMS by Maine SAUs

Opportunities

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.

Resources

What’s New: WIDA Assessments for SY 21-22

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.

ACCESS for ELLs Accommodations Checklist

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

What does “teacher collaboration” mean to you?

We are educating students who have diverse cultural backgrounds, linguistic abilities, socio-economic status, a range of physical and mental health needs, and varied stability in where their family calls home each week. It is a monumental task for an individual teacher to provide engaging and meaningful daily instruction. We must be willing to collaborate with our colleagues to meet the diverse needs of our student population.

Andrea Honigsfeld and Maria G. Dove have co-constructed the “Four Cs of Collaboration” for the purpose of aiding us in defining and engaging in meaningful collaborative practices. (p.16, Collaborating for English Learners, Honigsfeld & Dove, 2019)

Consider how you can choose one of “The Four Cs of Collaboration” and reach out to a few teachers, or even one other, to start the process of meaningful collaboration. How will you design lessons and activities that integrate language objectives with content objectives?

****I have completed my time serving the Maine Department of Education as an ESOL Consultant. It has been an honor to work with teachers and professionals who are dedicated to meeting the language, academic, social and emotional needs of their students. Thank you to everyone who has opened their minds and hearts to me. I’m not sure what my next adventure will be, but I’m looking forward to what it could be. Be well everyone!!****

-Robin

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The Four Cs of Collaboration

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<tr>
<th>Collaborative Conversations</th>
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<tbody>
<tr>
<td>Talk about:</td>
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<tr>
<td>• Students’ needs</td>
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<td>• Students’ lives</td>
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<tr>
<td>• Students’ work</td>
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<td>• Curriculum</td>
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<tr>
<td>• Instruction</td>
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<td>• Teacher’s own struggles</td>
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<tr>
<td>• Teacher’s own successes</td>
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<td>What matters to you, the teacher</td>
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<tr>
<th>Collaborative Coaching</th>
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<tr>
<td>Engage in peer coaching to improve:</td>
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<tr>
<td>• Lesson planning</td>
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<td>• Lesson delivery</td>
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<tr>
<td>• Unit design</td>
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<td>• Use of supplementary materials</td>
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<td>• Adapted content</td>
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<tr>
<td>• Modified instruction</td>
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<tr>
<td>Assessment</td>
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<td>Collaborative Curriculum</td>
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<tr>
<td>Align:</td>
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<tr>
<td>• Lesson objectives (language objectives and content objectives)</td>
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<td>• Unit goals</td>
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<tr>
<td>• Curriculum maps</td>
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<tr>
<td>• Supplementary materials</td>
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<tr>
<td>• Resources</td>
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<tr>
<td>Aligned texts and materials</td>
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<tr>
<td>Collaborative Craftsmanship</td>
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<tr>
<td>Explore:</td>
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<tr>
<td>• ELs’ background knowledge</td>
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<td>• ELs’ prior learning</td>
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<td>• Peer coaching</td>
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<tr>
<td>• Planning instruction collaboratively or in the context of co-teaching</td>
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<tr>
<td>• Effective methods for aligning curriculum and objectives</td>
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<td>• Using time more effectively</td>
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<tr>
<td>Making the most of collaborative efforts</td>
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Job Opportunities

MSAD 54 Part-Time ELL Tutor

Bangor ELL Teacher

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

Waterville ELL Teacher

Westbrook ELL Ed Tech III (One Year)

Maine Arts Academy French 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!!

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<tr>
<th>Monthly Office Hours</th>
<th>ESOL</th>
<th>World Languages</th>
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<tr>
<td>An informal opportunity to connect with DOE staff and teaching colleagues</td>
<td>3rd Wednesday of Each Month</td>
<td>2nd Wednesday of Each Month</td>
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<td>Next: 10.20.21 at 3:30pm</td>
<td>Focus Topic: English Learner Data &amp; Alternate ACCESS for ELLs Eligibility</td>
<td>Focus Topic: Gender-Inclusiveness in World Languages</td>
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<td>Register by 10.17.21</td>
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<td>Register by 10.10.21</td>
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