The proposed draft of the revised Maine Learning Results for World Languages is now available for review, and educators are welcome to submit public comment and participate in the public hearing, to be held on November 22nd from 3-5pm (not the 15th as the title erroneously states). There will be virtual and in-person options for attending. See this Priority Notice for details and links to the proposed draft and revision process.

I would like to thank Jing Zhang and others who helped organize this year’s Maine Chinese Conference. It was a pleasure to spend the day with you and learn more about the wonderful programs offered to students around the state. 谢谢!!

April Perkins
**Educator Highlight**
This week, intern Isabel Honigman interviewed Traci Storti, Spanish teacher at Houlton High School.

**What drew you to teaching Spanish? How is teaching a world language different from teaching other subjects?**
In my youth, I wanted to be a lawyer. But when I think about my childhood, I always played school when I played pretend. My undergrad is in English and I graduated from Fordham University. I ended up coming back to Northern Maine and taking education classes. I was interested in languages because my grandparents were Italian immigrants and I always asked my father why I never learned Italian. He said it was because they were discouraged from speaking anything but English so helping students learn other languages is important to me. I worked as an interpreter for ELL students in Caribou and later in Turner because I had some background in Spanish. I then came to Houlton to teach Spanish. I switched to teaching English for 10 years but have now been teaching Spanish again for about 8 years. I am successful because I connect with kids. I can sometimes act a bit like a teenager in terms of energy, but that helps me to relate, connect and create a comfortable environment for them. I think world language is different in many ways. Setting up a comprehensible input classroom requires a teacher to be “on” and engaging at all times.

**What has been the biggest or most impactful challenge you have faced as an educator?**
The easy answer has been COVID has been the worst thing. But I try to be a silver linings type of woman. During the emergency shutdown, we were forced to re-examine what we were doing and how we were doing it. My school district emphasized engaging students without stressing them out. I kept a significant number of kids engaged—meaning attending and screens on--throughout the spring. Yes, it was about Spanish, but it was also about giving them space to connect with a caring adult and each other. Then and now, while I strive to focus on the target language, sometimes that goes out the window in an effort to connect with students. I focus on instilling empathy in my students. People are individuals and have different stories, and I want my students to recognize the importance of everyone’s individual stories--their own and others.

**How do you navigate having different levels of learners in your classroom?**
Voice and choice is such a big deal. Today, for example, I am working hard with students to reflect on what they don’t quite know yet. I am deliberate about my language to reinforce what they do know so they were in a good place to talk about their goals for growth. I also take advantage of so many online tools we have now to set up different stations for my students with different programs. With those stations, we have individual work time and that allows them to practice what they are struggling with but also allows them to ask for help and get individualized help from me.

**How do you think your teaching style differs from other Spanish teachers and what is most important to you in the classroom?**
My teaching style is a loud and messy fusion of traditional meets comprehensible input, but it works. The Seal of Biliteracy is a national program that was implemented in Maine a few years ago; we are in our fourth year at HHS. My kids score above the standards which makes me incredibly proud: I am the students’ only Spanish teacher for four years. We’re doing something right! For me, teaching language is all about opening the world for kids in rural Maine. Years ago, I started traveling with students and we’re hoping to be back at it soon. Travel has been life changing for many of my students. They apply what they learn. I want my kids to feel like they are an important part of the global community and the world. While they will inherit the problems, they can be part of the solution.

**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](https://example.com). 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**

11.2.21 at 2pm: Migration Policy Institute Effects of the Pandemic on High School English Learners and Ways to Help Them Recover

11.4.21 at 3pm: AATF-Maine and Cultural Services of the French Consulate in Boston Incorporating Un village français* into the French curriculum * Un village français is a French television series that takes place during World War II.

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

11.10.21 7-8:30pm: Immigrant Connections Educational Experiences of Afghans: Learning from Afghan Refugee Students & Families

11.16.21 at 3pm: Maine DOE Seal of Biliteracy

11.18.21 at 3pm: AATF-Maine and Cultural Services of the French Consulate in Boston Bringing about an Awareness of Social Justice in the Foreign Language Classroom

11.19.21-11.21.21: ACTFL Virtual Convention and Expo

11.30.21 9am-4pm at USM: AATF-Maine and Cultural Services of the French Consulate In-Person Workshop: Développer les compétences orales en classe de FLE (Contact Noah Ouellette (noah.ouellette@diplomatie.gouv.fr) or Nathalie Gorey to register.

2.7.21 8am-4pm: National Association of English Learner Program Administrators Hybrid Conference: Advancing Linguistic Equity through Program Leadership

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

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**Articles of Interest**

Bangor Daily News: School immersion programs could help save French language in northern Maine

Maine DOE Newsroom: Partnerships and Free Professional Development to Promote Study of French Language and Culture


WRDE Coast TV: Delaware’s ‘World Language Immersion Program’ Aims To Educate All Students To Be Fully Bilingual

WIDA Voices from the Field: Collaboration as a tool for equity and language development

The Conversation: Why mixing languages can improve students’ academic performance

WIDA Examining English Learner Testing, Proficiency and Growth: Before and Throughout the COVID-19 Pandemic

Language Magazine: Celebrating Multilingual Learner Identity through Personal Narrative Instruction
Assessment Updates

IMPORTANT REMINDERS ABOUT ACCESS FOR ELLS AND ALTERNATE ACCESS FOR ELLS
MATERIALS ORDERING

- Final reminder! Maine DOE will coordinate the initial materials ordering for all Maine SAUs, using active student enrollment data as of 11/1/21. Please confirm that all English learners have an EL Start Date in Synergy.

- Requests for paper-based materials must be submitted to Jodi no later than 11/9/21. This includes large print, Braille, and paper-based forms [as indicated via the IEP or 504 Plan]. Jodi.bossio-smith@maine.gov

- Initial materials shipments will be received by Maine SAUs 12/15/21.

Resources

Please check out the following WIDA resources now available on the Family Engagement page, which are available in multiple languages:

- Explaining ELL Status
- Family Connections through Home Languages
- What is Language Testing?

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.

Resource Link: ACCESS for ELLs Accommodations Checklist

Alternate ACCESS for ELLs

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
# Job Opportunities

- **South Portland Multiple ELL Teacher and ELL Ed Tech Positions** (Advertised as one-year positions, but there is potential for continued employment)
- **RSU 22 Middle School Spanish Teacher**
- **Brunswick Anticipated World Languages Teacher**
- **Biddeford ELL Ed Tech III**
- **RSU 22 Adult Education ELL Instructor**
- **Westbrook ELL Elementary Ed Tech III (One Year)**
- **RSU 44 ELL Tutor**
- **Falmouth HS Latin Teacher (One Year)**
- **MSAD 54 Part-Time ELL Tutor**
- **Portland Dedicated Substitute Teachers & Remote Learning Liaisons**
- **Biddeford ELL Ed Tech II**
- **SAD 15 Long-Term Substitute Spanish Teacher**
- **Waterville ELL Teacher**
- **Maine Arts Academy French Teacher**
- **AOS 98 (Boothbay Region HS) Spanish Teacher**
- **St. Brigid School Grades 4-8 Spanish Teacher**
- **RSU 57 Spanish Teacher**

# Announcements

### Maine DOE Student Cabinet

The Maine Department of Education **recently opened its application for our Student Cabinet**, and we need your help getting students who represent diverse groups to apply. The Student Cabinet is a group of students from all 16 counties of Maine that meet regularly with Maine DOE leaders to provide their perspective about Maine’s education system. This is our third year coordinating the Student Cabinet. The students in this group represent one of the very important stakeholder groups that help to inform our decision making at DOE. [Here is a link to the application.](https://example.com) Pay special attention to this language when thinking about students who may want to apply:

The Maine DOE is especially interested in having perspectives from students with diverse experiences, interests, cultures, and backgrounds. It is important that the student cabinet include members who are able to represent and advocate for underrepresented groups, including but not limited to students who identify as: gender expansive, English learners and other bilingual/multilingual students, members of a racial or ethnic minority in Maine, economically disadvantaged, new to living in Maine, or living with a mental and/or physical health diagnosis, as well as students who have special educational needs, experience in the juvenile justice system, or experience in one of the many different educational pathways found in education, including Extended Learning Opportunities, Adult Education programs, and Career & Technical Education.

**Advising students who wish to apply to identify which diverse student groups or diverse perspectives they represent in their written responses on their application** (this will really help the selection committee!). There are 16-20 seats that are open for students in grades 4 - 12 and first year of college. The newly selected members will serve for a term of two years starting this November which entails monthly virtual meetings (sometimes there can be two meetings in a month) that take place in the late afternoon. Meetings are usually only one hour.

**Instructions for applying:** Students interested in serving on the Maine DOE Student Cabinet will need to submit the electronic application by **Monday, October 25 DEADLINE EXTENDED Monday, November 1, 2021 at 5 pm.** [Applications can be submitted electronically here.](https://example.com) If you have questions, reach out to Rachel Paling at [rachel.paling@maine.gov](mailto:rachel.paling@maine.gov).

### Monthly Office Hours

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<thead>
<tr>
<th>Monthly Office Hours</th>
<th>ESOL</th>
<th>World Languages</th>
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<tbody>
<tr>
<td>An informal opportunity to connect with DOE staff and teaching colleagues</td>
<td>3rd Wednesday of Each Month</td>
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<tr>
<td>Next: 11.17.21 at 3:30pm</td>
<td>Focus Topic: Translanguaging and the Seal of Biliteracy</td>
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<tr>
<td><a href="https://example.com">Register by 11.14.21</a></td>
<td></td>
<td>2nd Wednesday of Each Month</td>
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<td></td>
<td>Next: 11.10.21 at 3:00pm</td>
<td>Focus Topic: Teaching with Depth about Holidays</td>
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<td></td>
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<td><a href="https://example.com">Register by 11.7.21</a></td>
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